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Downloading the Electronic Files for the Practice Tests

The test questions on these files are from actual TOEFL tests. However, the screen and delivery formats are not identical to the actual test. When you take the actual TOEFL test, you may notice some variations in how the questions are presented to you on screen.

Downloading

To download the electronic files for TOEFL iBT Practice Tests 1 and 2, go to **http://books.mcgraw-hill.com/ebookdownloads/TOEFL** and follow the instructions given.

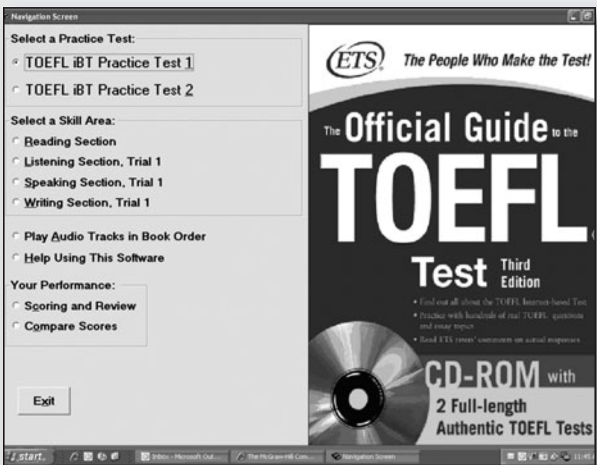
Changing Regional and Language Settings

Please note: If you encounter error messages while attempting to use this program, you may need to adjust your computer's regional and language settings. Please follow the steps listed:

Select "Regional and Language Options" from Control Panel
Go to "Regional Options" tab
Select "English (United States)" as the language
Go to the "Advanced" tab
Select "English (United States)" as the language
Click on "OK"

Main Menu ("Navigation Screen")

This screen appears as follows:



Your choice will depend on how you prefer to practice for the TOEFL iBT.

- If you want to take full-length authentic TOEFL iBT practice tests on your computer, click on the choices labeled **TOEFL iBT Practice Test 1** or **TOEFL iBT Practice Test 2.**
- If you want to work through the Practice Sets and Practice Tests in the book, click on **Play Audio Tracks in Book Order.**

Taking TOEFL iBT Practice Tests on Your Computer

On the Navigation screen, choose either **TOEFL iBT Practice Test 1** or **TOEFL iBT Practice Test 2.** Then click on the test section you wish to take: **Reading, Listening, Speaking,** or **Writing.** Note that you can take each section more than once. When you click on **Reading,** you can choose Passage 1, 2, or 3.

Play Audio

The Official Guide to the TOEFL® Test

Third Edition

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1 Introducing the TOEFL® iBT

Read this chapter to learn

This *Official Guide* has been created to help English language learners understand the TOEFL® Internet-based Test (iBT) and prepare for it. By preparing for the test, you will also be building the skills you need to succeed in an academic setting and go anywhere in your career, and in life.

Getting Started

Start your preparation for the TOEFL iBT by reading the following important information about the test, testing requirements, and your TOEFL scores.

The TOEFL Test — The Test That Takes You Farther

Undergraduate, graduate, and postgraduate programs around the world require students to demonstrate their ability to communicate in English as an entrance requirement.

The TOEFL test gives students the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English-language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss coursework or concepts with students. It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

TOEFL Scores Can Help You Go Anywhere

The TOEFL test measures how well students *use* English, not just their knowledge of the language. Because it is a valid and reliable test with unbiased, objective scoring, the TOEFL test confirms that a student has the English language skills necessary to succeed in an academic setting.

That's why it is the most highly regarded and widely accepted test in the world. More than 6,000 colleges, universities, and agencies in 130 countries

accept TOEFL scores, so students have the flexibility to use their TOEFL test scores worldwide. The TOEFL test is also the most accessible English-language test. It is administered at more than 4,500 test centers in 180 countries. More than 22 million people have taken the test since 1964.

Who Creates the TOEFL Test?

ETS (Educational Testing Service) is the nonprofit educational organization that develops and administers the TOEFL test.

What Is the TOEFL iBT?

The TOEFL iBT is an Internet-based test (iBT) delivered in secure testing centers around the world. The TOEFL iBT replaced the TOEFL computer-based test (CBT). The paper-and-pencil (PBT) version of the test is still offered in some locations where iBT testing is not possible.

Who Is Required to Take the TOEFL Test?

If your first or native language is NOT English, it is likely that the college or university that you wish to attend will require you to take this test. However, you should check with each institution to which you are applying for admission.

How Is the TOEFL Used in the Admissions Process?

Your test scores will be considered together with other information you supply to the institution to determine if you have the appropriate academic and language background to be admitted to a regular or modified program of study. Often your field of study and whether you are applying as a graduate or undergraduate student will determine what TOEFL scores you need.

Is There a Minimum Acceptable Score?

Each institution that uses TOEFL scores sets its own minimum level of acceptable performance. These minimums vary from one institution to another, depending on factors such as the applicant's field of study, the level of study (undergraduate or graduate), whether the applicant will be a teaching assistant, and whether the institution offers English as a Second Language support for its students.

How to Use This eBook

This eBook gives you instruction, practice, and advice on strategies for performing well on the TOEFL iBT.

- **Chapter 1** provides an overview of the test, information about test scores, and an introduction to the on-screen appearance of the different parts of the TOEFL iBT, along with general test-taking suggestions.
- **Chapters 2, 3, 4, and 5** provide in-depth discussions of the kinds of questions that appear in each part of the TOEFL iBT. Each chapter also includes practice questions and explanations of correct answers so that you will understand the actual communicative skills that are being tested in each section.
- **Chapters 6 and 7** provide two full-length actual TOEFL iBT tests that will give you an estimate of how you would perform on the actual exam.
- **The downloadable electronic files** provide on-screen versions of both full-length actual TOEFL iBT tests from Chapters 6 and 7. They also include numbered audio tracks for all of the listening passages that accompany the practice questions in this book. For more information about how to use them, see the instruction pages at the start of this eBook.

You can use this book to familiarize yourself with the appearance, length, and format of the TOEFL iBT. For additional practice and to experience the real test, go to TOEFL Practice Online at **www.ets.org/toeflpractice**. TOEFL Practice Online offers:

- A real TOEFL iBT experience
- A variety of practice tests that help prepare you for test day
- Instant scores and performance feedback on all four tested skills
- Access to discussion boards

TOEFL Practice Online can help you become familiar with the tools available in the TOEFL iBT and what it is like to answer the questions under timed conditions. This *Official Guide* will help you understand the language skills you will need to succeed on the test and in the classroom.

Use the practice tests in this eBook and from TOEFL Practice Online to determine which of your skills are the weakest. Then follow the advice in each skill chapter to improve those skills. You should use other materials to supplement the practice test questions in this book.

Because the TOEFL iBT is designed to assess the actual skills you will need to be successful in your studies, the very best way to develop the skills being measured on the TOEFL iBT test is to study in an English program that focuses on:

- communication using all four skills, especially speaking
- integrated skills (i.e., listening/reading/speaking, listening/reading/writing)

However, even students who are not enrolled in an English program should practice the underlying skills that are assessed on the TOEFL IBT. In other words, the best way to improve performance is to improve your skills. Each chapter of this book gives you explicit advice on how to connect your learning activities to the kinds of questions you will be asked on the test. Perhaps you want to improve your reading score on the TOEFL iBT. The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, etc.). The Internet is one of the best resources for this, but any books, magazines, or journals are very helpful as well. It is best to progress to reading texts that are more academic in style, the kind that would be found in university courses.

In addition, you might try these activities:

- Scan the passages to find and highlight key facts (dates, numbers, terms) and information.
- Increase vocabulary knowledge, perhaps by using flashcards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Choose some unfamiliar words in the passage and guess the meanings from the context (surrounding sentences).
- Select all the pronouns (*he, him, they, them*, etc.) and identify which nouns each one refers to in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

All About the TOEFL iBT

The TOEFL iBT consists of four sections: Reading, Listening, Speaking, and Writing. The entire test is about four hours long, and all sections are taken on the same day.

Key Features

- **The TOEFL iBT tests all four language skills that are important for effective communication: speaking, listening, reading, and writing.** The TOEFL iBT emphasizes the student's ability to use English effectively in academic settings.

- **It reflects how language is really used.** TOEFL iBT uses integrated tasks that combine more than one skill, just as in real academic settings. The integrated questions ask test takers to
  - read, listen, and then speak in response to a question
  - listen and then speak in response to a question
  - read, listen, and then write in response to a question
- **It represents the best practices in language learning and teaching.** Learning English used to focus on learning *about* the language (especially grammar), and students could receive high scores on tests without being able to communicate. Now teachers and learners understand the importance of using English to communicate, and activities that integrate language skills are popular in many English language programs.

Format

- TOEFL iBT is administered via computer from a secure internet-based network.
- Instructions for answering questions are given with each section. There is no computer tutorial.
- TOEFL iBT is not computer-adaptive. Each test-taker receives items that cover the full range of ability.
- Test takers can take notes throughout the entire test. At the end of testing, all notes are collected and destroyed at the test center to ensure test security.
- For the Speaking section, test takers wear noise-cancelling headphones and speak into a microphone. Responses are digitally recorded and sent to ETS's Online Scoring Network.
- For the Writing section, test takers must type their responses. The typed responses are sent to ETS's Online Scoring Network.
- Human raters, trained and certified by ETS, rate the Speaking and Writing responses.
- Scores are reported both online and by mail.

The following chart shows the possible number of questions and the timing for each section. The time limit for each section varies according to the number of questions. Every test contains additional questions in the Reading or Listening section.

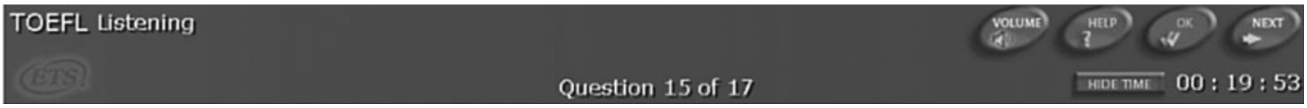
Test Format

Test Section	Number of Questions	Timing
Reading	3–5 passages, 12–14 questions each	60–100 minutes
Listening	4–6 lectures, 6 questions each	60–90 minutes
	2–3 conversations, 5 questions each	
BREAK		10 minutes
Speaking	6 tasks: 2 independent and 4 integrated	20 minutes
Writing	1 integrated task	20 minutes
	1 independent task	30 minutes

Tool Bar

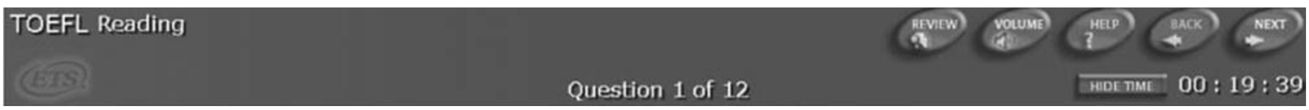
The on-screen tool bar in each section allows you to navigate through the test with ease. Following are examples of testing tools from the Listening and Reading sections of the test. The section is always listed in the upper left-hand corner of the tool bar.

This is what the tool bar looks like in the Listening section.



- You will always know what question you are on and how much time is remaining in the section. It is possible to hide the clock at any time by clicking on **Hide Time.**
- **Volume** allows you to adjust the volume of the Listening passages.
- **Help** allows you to get relevant help. When you use the **Help** feature, the clock does not stop.
- **Next** allows you to proceed to the next question.
- Once you click on **Next**, you can confirm your answers by clicking on **OK**. In the Listening section, you cannot see a question again once you click on **OK**.

The tool bar for the Reading section has some important features.



You can view the entire passage when answering questions. For some questions, you need to click on **View Text** to see the entire passage.

You can view all your answers by clicking on **Review**. This allows you to return to any other question and change your answer. You can also see which questions you have skipped and still need to answer.

In the Reading section you can also click on **Back** at any time to return to the previous question.

TOEFL iBT Reading Section

Academic Reading Skills

The Reading section measures your ability to understand university-level academic texts and passages. In many academic settings around the world, students are expected to read and understand information from textbooks and other academic materials written in English. The following are three purposes for academic reading:

Reading to find information

- effectively scanning text for key facts and important information
- increasing reading fluency and rate

Basic comprehension

- understanding the general topic or main idea, major points, important facts and details, vocabulary in context, and pronoun references[1]
- making inferences[2] about what is implied in a passage

Reading to learn

- recognizing the organization and purpose of a passage
- understanding relationships between ideas
- organizing information into a category chart or a summary in order to recall major points and important details
- inferring how ideas throughout the passage connect

Description

Reading Section Format

Length of Each Passage	Number of Passages and Questions	Timing
Approximately 700 words	3–5 passages 12–14 questions per passage	60–100 minutes

Reading Passages

The TOEFL iBT uses reading passages from university-level textbooks that introduce a discipline or topic. The excerpts are changed as little as possible so the TOEFL iBT can measure how well students can read academic material.

The passages cover a variety of different subjects. You should not be concerned if you are unfamiliar with a topic. The passage contains all the information needed to answer the questions.

1. Pronoun references: The nouns that pronouns refer to in a passage
2. Make an inference: To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage

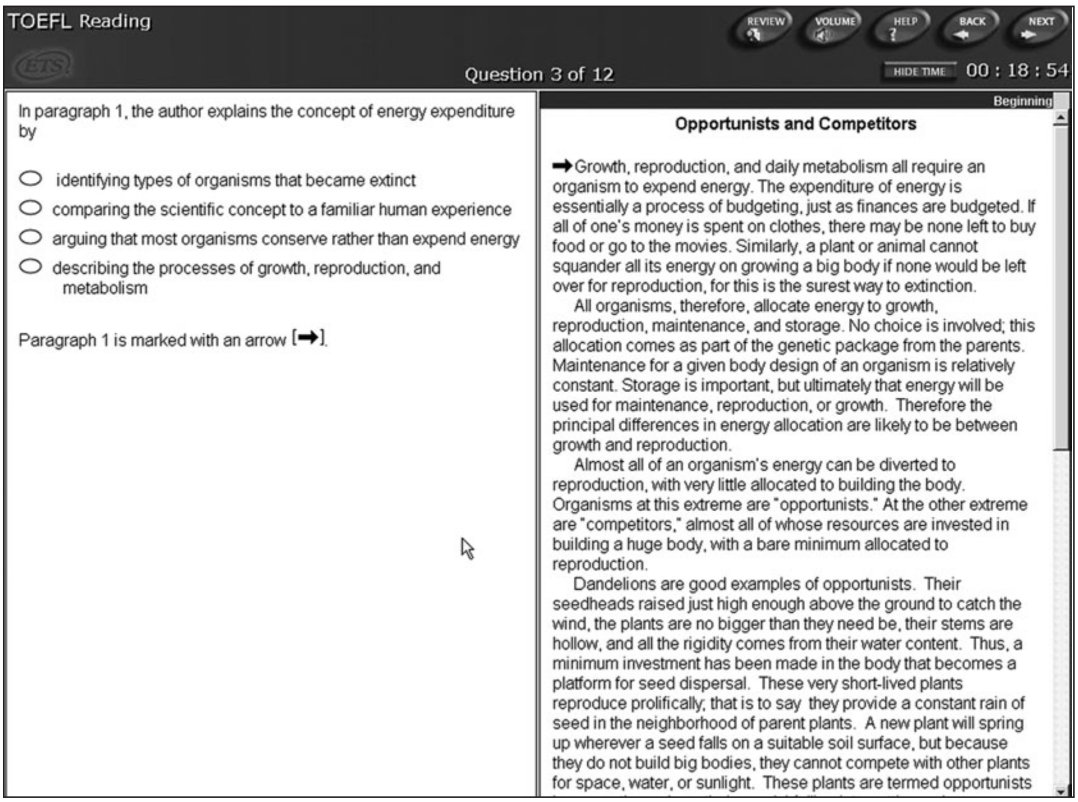
All passages are classified into three basic categories:

- exposition[3]
- argumentation[4]
- historical

Often, passages present information about the topic from more than one perspective or point of view. This is something you should note as you read. Usually, you are asked at least one question that allows you to demonstrate that you understood the general organization of the passage. Common organization types that you should be able to recognize are:

- classification
- compare/contrast
- cause/effect
- problem/solution

You must read through or scroll to the end of each passage before receiving questions on that passage. Once the questions appear, the passage appears on the right side of the computer screen. The questions are on the left. (See the illustration that follows.)



3. Exposition: Material that provides an explanation of a topic
4. Argumentation: Material that presents a point of view about a topic and provides evidence to support it

You do **not** need any special background knowledge to answer the questions in the Reading section correctly, but the definition of difficult words or phrases in the passage may be provided. If you click on the word, a definition appears in the lower left part of the screen.

The 60 to 100 minutes allotted for this section include time for reading the passages and answering the questions.

Reading Question Formats

There are three question formats in the Reading section:

- questions with four choices and a single answer in traditional multiple-choice format
- questions with four choices and a single answer that ask test takers to "insert a sentence" where it fits best in a passage
- "reading to learn" questions with more than four choices and more than one possible correct answer.

Features

Reading to learn questions

These questions test your ability to recognize how the passage is organized and understand the relationships among facts and ideas in different parts of the passage.

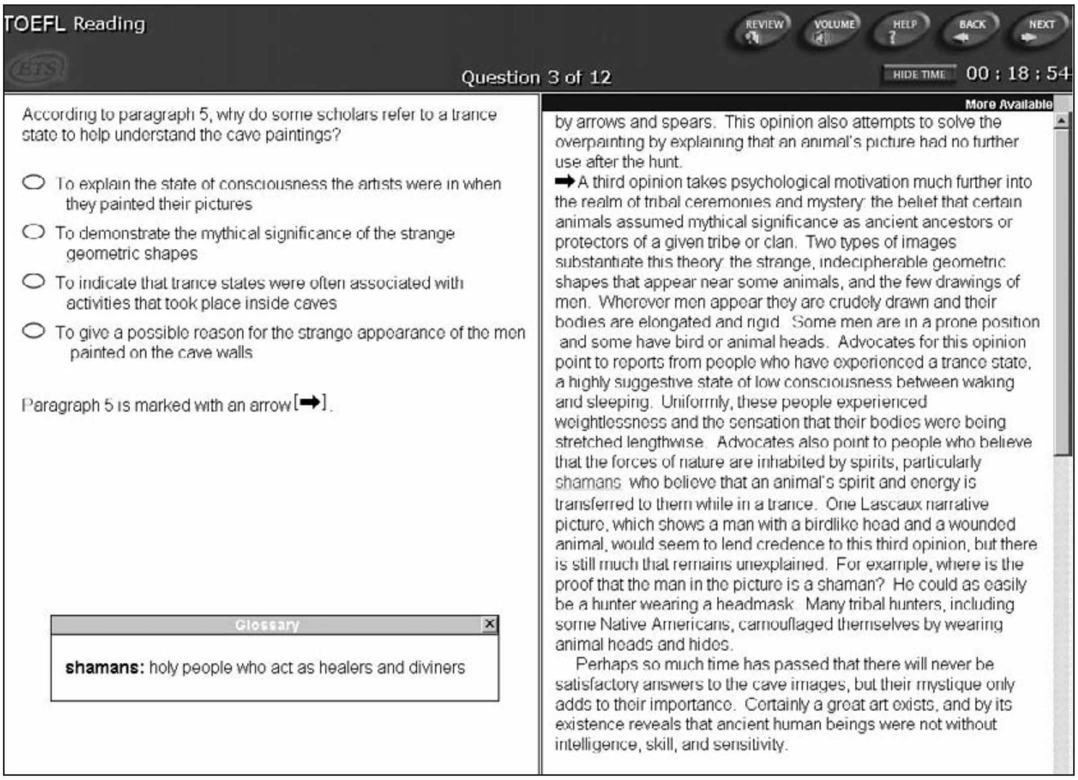
You are asked to sort information and place the text options provided into a **category chart** or **summary** (see the examples on page 11). The summary questions are worth up to 2 points each. The chart questions are worth up to 3 points if there are five options presented, and up to 4 points if there are seven options presented. Partial credit is given in this question format.

Paraphrase questions

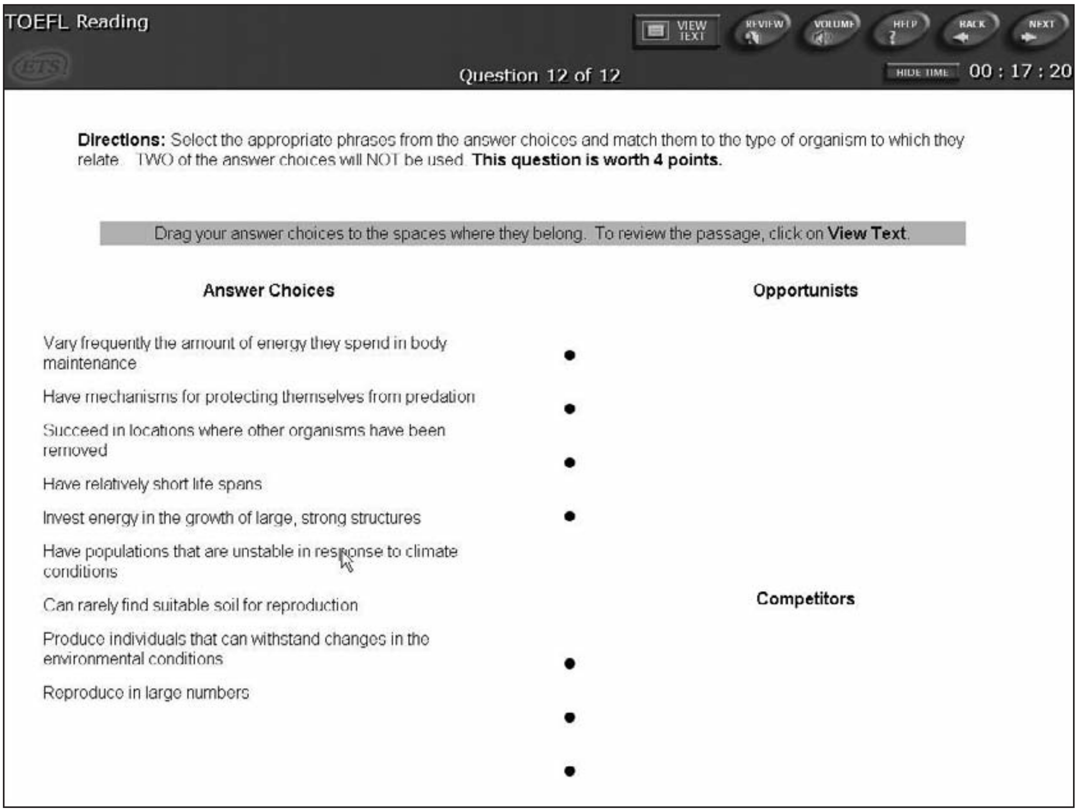
Questions in this category are in multiple-choice format. They test your ability to select the answer choice that most accurately paraphrases a sentence from the passage.

Glossary feature

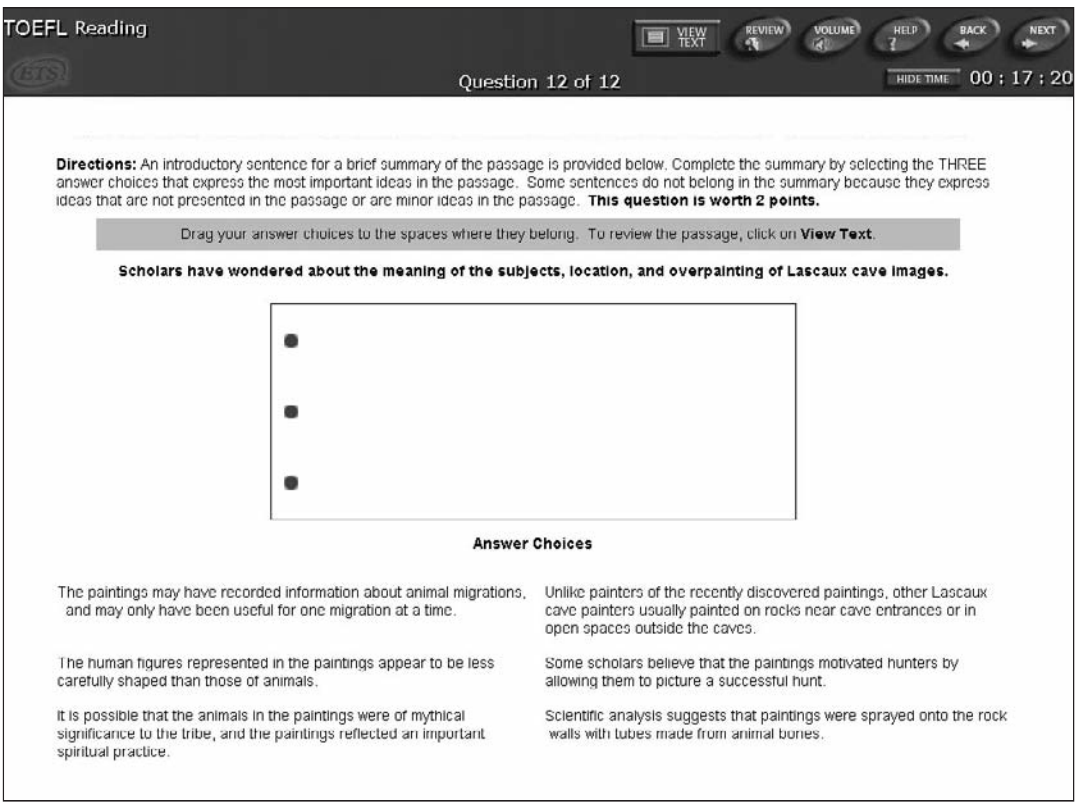
You can click on some special purpose words and phrases in the reading passages to view a definition or explanation of the term. In the example below, test takers can click on the word “shamans” to view its definition.



Reading to Learn—Category Chart Question Example



Reading to Learn—Summary Question Example



TOEFL iBT Listening Section

Academic Listening Skills

The Listening section measures your ability to understand spoken English. In academic settings, students must be able to listen to lectures and conversations. Academic listening is typically done for one of the three following purposes:

Listening for basic comprehension

- comprehend the main idea, major points, and important details related to the main idea (Note: comprehension of all details is not necessary.)

Listening for pragmatic understanding

- recognize a speaker's attitude and degree of certainty
- recognize a speaker's function or purpose

Connecting and synthesizing[5] information

- recognize the organization of information presented
- understand the relationships between ideas presented (for example, compare/contrast, cause/effect, or steps in a process)
- make inferences[6] and draw conclusions based on what is implied in the material
- make connections among pieces of information in a conversation or lecture
- recognize topic changes (for example, digressions[7] and aside statements[8]) in lectures and conversations, and recognize introductions and conclusions in lectures

Description

Listening material in the test includes academic lectures and long conversations in which the speech sounds very natural. You can take notes on any listening material throughout the entire test.

Listening Section Format

Listening Material	Number of Questions	Timing
4–6 lectures, 35 minutes long each, about 500–800 words	6 questions per lecture	60–90 minutes
2–3 conversations, about 3 minutes long, about 12–25 exchanges	5 questions per conversation	60–90 minutes

5. Synthesize: To combine information from two or more sources
6. Make an inference: To comprehend an argument or an idea that is strongly suggested, but not explicitly stated in a passage
7. Digressions: Side comments in which the speaker briefly moves away from the main topic and then returns
8. Aside statements: Comments that are relevant to the main theme, but interrupt the flow of information or ideas (Example: "Pay attention now, this will be on the test.")

Academic Lectures

The lectures in the TOEFL iBT reflect the kind of listening and speaking that occurs in the classroom. In some of the lectures, the professor does all or almost all of the talking, with an occasional comment by a student. In other lectures, the professor may engage the students in discussion by asking questions that are answered by the students. The pictures that accompany the lecture help you know whether one or several people will be speaking.

A Lecture Where the Professor Is the Only Speaker



A Lecture Where the Professor and the Students Both Speak



Conversations in an Academic Setting

The conversations on the TOEFL iBT may take place during an office meeting with a professor or teaching assistant, or during a service encounter with university staff. The contents of the office conversations are generally academic in nature or related to course requirements. Service encounters could involve conversations about a housing payment, registering for a class, or requesting information at the library.

Pictures on the computer screen help you imagine the setting and the roles of the speakers.

Conversation Example



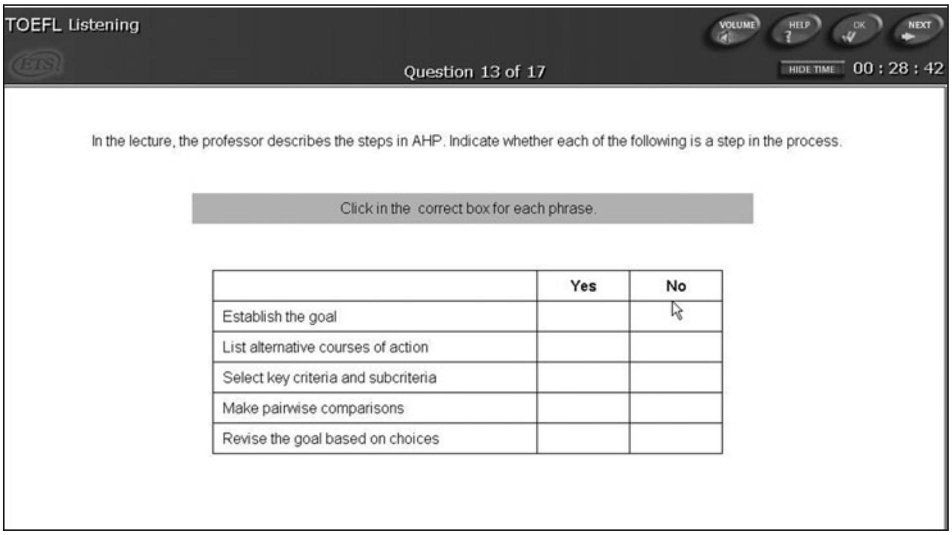
Listening Question Formats

After the listening material is played, you both see and hear each question before you see the answer choices. This encourages you to listen for main ideas.

There are four question formats in the Listening section:

- traditional multiple-choice questions with four answer choices and a single correct answer
- multiple-choice questions with more than one answer (e.g., two answers out of four or more choices)
- questions that require you to order events or steps in a process
- questions that require you to match objects or text to categories in a chart

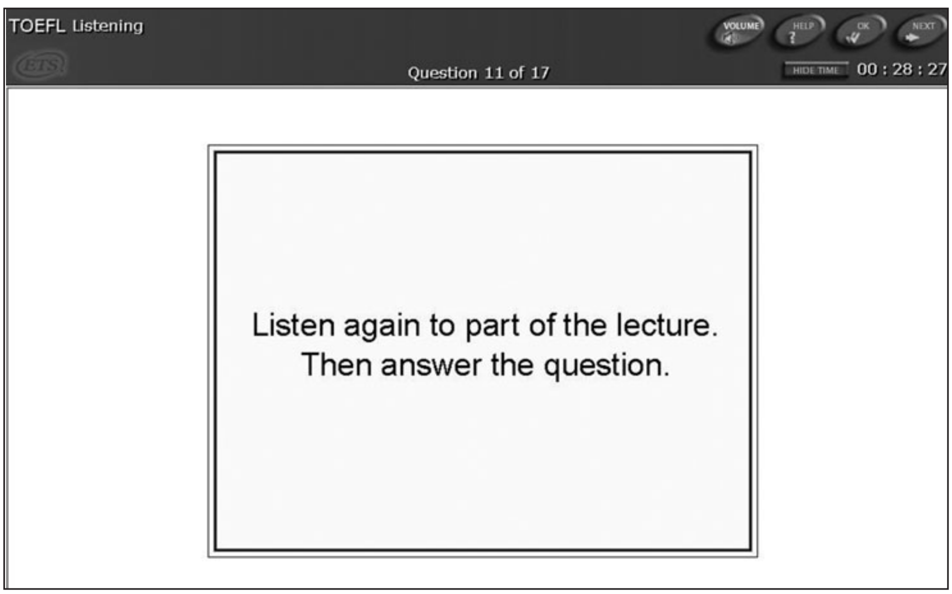
Chart Question Example



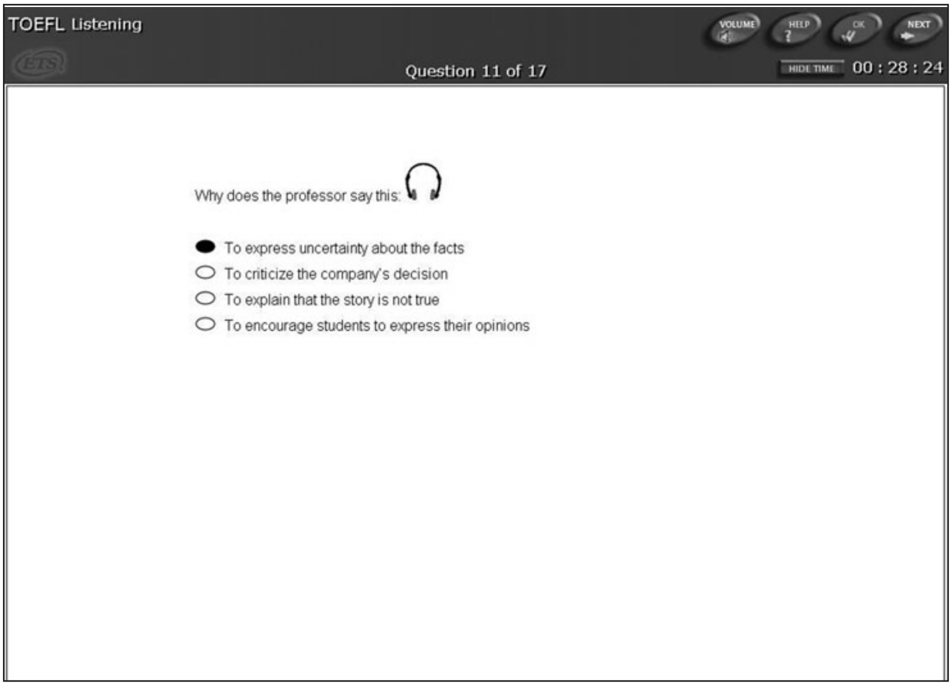
Features

- Note taking is allowed. After testing, notes are collected and destroyed before you leave the test center for test security purposes.
- A multiple-choice question measures understanding of a speaker's attitude, degree of certainty, or purpose. These questions require you to listen for voice tones and other cues and determine how speakers feel about the topic they are discussing.
- In some questions, a portion of the lecture or conversation is replayed so you do not need to rely on memory of what was said.

In the replay format, you listen to part of the conversation or lecture again and then answer a question. Sometimes the question repeats a portion of the listening material again, as indicated by the headphones icon in the example on page 16.



This is an example of a type of question that measures the comprehension of a speaker's purpose.



TOEFL iBT Speaking Section

Academic Speaking Skills

Students should be able to speak successfully in and outside the classroom. The Speaking section measures your ability to speak effectively in academic settings.

In classrooms, students must:

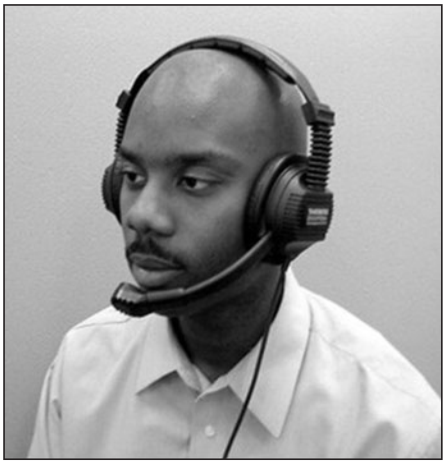
- respond to questions
- participate in academic discussions with other students
- synthesize[9] and summarize what they have read in their textbooks and heard in class
- express their views on topics under discussion

Outside of the classroom, students must:

- participate in casual conversations
- express their opinions
- communicate with people in such places as the bookstore, the library, and the housing office

Description

The Speaking section is approximately 20 minutes long and includes six tasks.



- The first two tasks are **independent speaking tasks** on topics familiar to you. They ask you to draw upon your own ideas, opinions, and experiences when responding. (However, you can respond with any idea, opinion, or experience relevant to completing the task.)
- The remaining four tasks are **integrated tasks** where you must use more than one skill when responding. First read and listen, and then speak in response. You can take notes and use those notes when responding to the speaking tasks. At least one requires you to relate the information from the reading and the listening material.

Like all the other sections of the TOEFL iBT, the Speaking section is delivered via computer. For all speaking tasks, you use a headset with a microphone. Speak into the microphone to record your responses. Responses are digitally recorded and sent to ETS's Online Scoring Network where they are scored by certified raters.

9 Synthesize: To combine information from two or more sources

Speaking Task Types

Task Type	Task Description	Timing
Independent Tasks		
1. Personal Preference	This question asks the test taker to express and defend a personal choice from a given category—for example, important people, places, events, or activities that the test taker enjoys.	Preparation time: 15 seconds Response time: 45 seconds
2. Choice	This question asks the test taker to make and defend a personal choice between two contrasting behaviors or courses of action.	Preparation time: 15 seconds Response time: 45 seconds
Integrated Tasks		
	Read/Listen/Speak	
3. Campus Situation Topic: Fit and Explain	• A reading passage (75–100 words) presents a campus-related issue. • A listening passage (60–80 seconds, 150–180 words) comments on the issue in the reading passage. • The question asks the test taker to summarize the speaker's opinion within the context of the reading passage.	Preparation time: 30 seconds Response time: 60 seconds
4. Academic Course Topic: General/ Specific	• A reading passage (75–100 words) broadly defines a term, process, or idea from an academic subject. • An excerpt from a lecture (60–90 seconds; 150–220 words) provides examples and specific information to illustrate the term, process, or idea from the reading passage. • The question asks the test taker to combine and convey important information from the reading passage and the lecture excerpt.	Preparation time: 30 seconds Response time: 60 seconds
	Listen/Speak	
5. Campus Situation Topic: Problem/ Solution	• The listening passage (60–90 seconds; 180–220 words) is a conversation about a student-related problem and two possible solutions. • The question asks the test taker to demonstrate an understanding of the problem and to express an opinion about solving the problem.	Preparation time: 20 seconds Response time: 60 seconds
6. Academic Course Topic: Summary	• The listening passage is an excerpt from a lecture (90–120 seconds; 230–280 words) that explains a term or concept and gives concrete examples to illustrate that term or concept. • The question asks the test taker to summarize the lecture and demonstrate an understanding of the relationship between the examples and the overall topic.	Preparation time: 20 seconds Response time: 60 seconds
TOTAL		**20 minutes**

TOEFL iBT Writing Section

Academic Writing Skills

In all academic situations where writing in English is required, students must be able to present their ideas in a clear, well-organized manner. The Writing section measures your ability to write in an academic setting.

- Often students need to write a paper or an essay response on an exam about what they are learning in their classes. This requires combining information they have heard in class lectures with what they have read in textbooks or other materials. This type of writing can be referred to as **integrated writing**. In this type of writing, students must:
  - take notes on what they hear and read, and use them to organize information before writing
  - summarize, paraphrase, and cite information from the source material accurately
  - write about the ways the information they heard relates to the information they read

For example, in an academic course, a student might be asked to compare and contrast the points of view expressed by the professor in class with those expressed by an author in the assigned reading material. The student must successfully draw information from each source to explain the contrast.

- Students must also write essays that express and support their opinions. In this type of writing, known as **independent writing**, students express an opinion and support it based on their own knowledge and experience.

For example, students may be asked to write an essay about a controversial issue. The students use past, personal experience to support their position.

In all types of writing, it is helpful for students to:

- identify one main idea and some major points that support it
- plan how to organize the essay (e.g., with an outline)
- develop the essay by using reasons, examples, and details
- express information in an organized manner
- use effective linking words (transitional phrases) to connect ideas and help the reader understand the flow of ideas
- use a range of grammar and vocabulary for effective expression
- use grammar and vocabulary accurately; use idiomatic expressions appropriately
- follow the conventions of spelling, punctuation, and layout

Description

The total time for the Writing section is 50 minutes. Test takers write their responses to two writing tasks (see the table below). Responses are typed into the computer and sent to ETS's Online Scoring Network where they are scored by certified raters.

Writing Task Types

Task Type	Task Description
Task 1: Integrated Writing Task Read/Listen/Write	• Test takers read a short text of about 230–300 words (reading time, 3 minutes) on an academic topic. • Test takers may take notes on the reading passage. • The reading passage disappears from the screen during the lecture that follows. It reappears when test takers begin writing so they can refer to it as they work. • Test takers listen to a speaker discuss the same topic from a different perspective. The listening passage is about 230–300 words long (listening time, 2 minutes). • The listening passage provides additional information that relates to points made in the reading passage. Test takers may take notes on the listening passage. • Test takers write a summary in connected English prose of important points made in the listening passage, and explain how these relate to the key points of the reading passage. Suggested response length is 150–225 words; however, there is no penalty for writing more as long as it is in response to the task presented.
Task 2: Independent Writing Writing from Experience and Knowledge	• Test takers write an essay that states, explains, and supports their opinion on an issue. An effective essay will usually contain a minimum of 300 words; however, test takers may write more if they wish. • Test takers must support their opinions or choices rather than simply list personal preferences or choices. • Typical essay questions begin with statements such as: —Do you agree or disagree with the following statement? Use reasons and specific details to support your answer. —Some people believe X. Other people believe Y. Which of these two positions do you prefer/agree with? Give reasons and specific details. NOTE: This is the same type of task on the computer-based TOEFL and the *Test of Written English*™ (TWE®).

About Test Scores

Score Scales

The TOEFL iBT provides scores in four skill areas:

Listening	0–30
Reading	0–30
Speaking	0–30
Writing	0–30
Total Score	**0–120**

The total score is the sum of the four skill scores.

Rating of Speaking and Writing Responses

Speaking

Responses to all six Speaking tasks are digitally recorded and sent to ETS's Online Scoring Network. The responses from each test taker are scored by 3 to 6 different certified raters. The response for each task is rated on a scale from 0 to 4 according to Rubrics on pages 187–190. The average of all six ratings is converted to a scaled score of 0 to 30.

Raters listen for the following features in test taker responses:

- **Delivery**: How clear was the speech? Good responses are fluid and clear, with good pronunciation, natural pacing, and natural-sounding intonation patterns.
- **Language use**: How effectively does the test taker use grammar and vocabulary to convey ideas? Raters determine the test taker's ability to control both basic and more complex language structures, and use appropriate vocabulary.
- **Topic development**: How fully do test takers answer the question and how coherently do they present their ideas? How well did the test taker synthesize and summarize the information in the integrated tasks? Good responses generally use all or most of the time allotted, and the relationship between ideas and the progression from one idea to the next are clear and easy to follow.

It is important to note that raters do not expect test takers' responses to be perfect. Even high-scoring responses may contain occasional errors and minor problems in any of the three areas described above.

Writing

Responses to all writing tasks also are sent to ETS's Online Scoring Network. The responses are rated by 2 to 4 certified raters on a score scale of 0 to 5 according to the Rubrics on pages 200–201 and 209–210. The average of the scores on the two writing tasks is converted to a scaled score of 0 to 30.

- The response to the integrated writing task is scored on the quality of writing (organization, appropriate and precise use of grammar and vocabulary) and the completeness and accuracy of the content.
- The independent writing essay is scored on the overall quality of the writing: development, organization, and appropriate and precise use of grammar and vocabulary.

It is important to note that the raters recognize that the responses are first drafts. They do not expect test takers to produce a well-researched, comprehensive essay. For that reason, test takers can earn a high score with a response that contains some errors.

Score Reports

The score reports now provide better information than ever about a student's readiness to participate and succeed in academic studies in an English-speaking setting. Score reports include:

- four skill scores
- total score

Scores are reported online 15 business days after the test. Test takers can view their scores online free of charge. Colleges, universities, and agencies can also view scores online when examinees have selected them as a score recipient. Paper copies of score reports will be mailed shortly after the scores are posted online. Score reports also include performance feedback that indicates whether a test-taker's performance was high, medium, or low, and describes what test takers in these score ranges know and can do with the English language. In the future, performance feedback will also include suggestions for improvement.

Score Requirements

Each institution sets its own requirements for TOEFL iBT scores. Test takers should consult their target institutions to determine their specific TOEFL iBT score requirements. A list of colleges, universities, and agencies that accept TOEFL scores and a list of institutional score requirements reported to ETS can be obtained at **www.ets.org/toefl**.

ETS

TOEFL

Internet-based Test Examinee Score Report
for the Test of English as a Foreign Language

Test Date: **22 Oct 2005**	
Sponsor Code: **6283**	
Inst. Code: Dept. Code:	
0802 **9993** **2229** **7766**	

Registration Number: **4234 5678 9123 4567**	
Name: **Tanaka, Miki**	
Gender: **Female**	Native Country: **Japan**
Date of Birth: **19 May 1987**	Native Language: **Japanese**



TANAKA, MIKI
1A 23-4 BCD567 EF891
FGHIJ RD
MNLOPQ 234 JAPAN

TOEFL SCALED SCORES	
Reading	17
Listening	17
Speaking	14
Writing	17
Total Score	65

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Reading Skills	Level	Your Performance
Reading	Intermediate (15–21)	Test takers who receive a score at the **INTERMEDIATE** level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited. Test takers who receive a score at the **INTERMEDIATE** level typically • have a good command of common academic vocabulary but still have some difficulty with high-level vocabulary; • have a very good understanding of grammatical structure; • can understand and connect information, make appropriate inferences, and synthesize information in a range of texts but have more difficulty when the vocabulary is high level and the text is conceptually dense; • can recognize the expository organization of a text and the role that specific information serves within a larger text but have some difficulty when these are not explicit or easy to infer from the text; and • can abstract major ideas from a text but have more difficulty doing so when the text is conceptually dense.

Listening Skills	Level	Your Performance
Listening	Intermediate (14–21)	Test takers who receive a score at the **INTERMEDIATE** level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures, and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty. When listening to conversations and lectures like these, test takers at the **INTERMEDIATE** level typically can • understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced; • understand how information is being used (for example, to provide support or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and • synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.

Sample TOEFL iBT Score Report

General Skill-building Tips

The best way for English-language learners to develop the skills measured by the TOEFL iBT is to enroll in an English-language learning program that provides instruction in:

- reading, speaking, listening, and writing skills, with an emphasis on speaking
- integrated skills approach (e.g., instruction that builds skills in listening/reading/speaking, listening/reading/writing)

In addition to the advice for improvement listed in Appendix 2 of this book, ETS has created the following tips for students, but they also contain information useful to teachers.

Reading Tips

English-language learners can improve their reading skills by reading regularly, especially university textbooks or other materials that cover a variety of subject areas (e.g., sciences, social sciences, arts, business, etc.) and are written in an academic style. A wide variety of academic texts are available on the Internet as well as in magazines and journals.

Reading to Find Information

- Scan passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice frequently to increase reading rate and fluency.

Reading for Basic Comprehension

- Increase vocabulary. Flashcards can help.
- Practice skimming a passage quickly to get a general impression of the main idea instead of carefully reading each word and each sentence.
- Develop the ability to skim quickly and identify major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in the passage and guess the meaning from the context (surrounding sentences). Then, look them up to determine their meaning.
- Underline all pronouns (e.g., *he, him, they, them,* etc.) and identify the nouns to which they refer in the passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

Notes

The Reading section does not measure summarizing skills, but practicing them builds the skills required for the integrated tasks in the Speaking and Writing sections.

Reading to Learn

- Identify the passage type (e.g., cause/effect, compare/contrast, classification, problem/solution, description, narration, etc.) and its organization.
- Organize the information in the passage:
  - Create an outline of the passage to distinguish between major and minor points.
  - If the passage categorizes information, create a chart and place the information in appropriate categories.

On the **TOEFL iBT**, test takers do not have to create such a chart. Instead, a chart with possible answer choices is provided for them, and they are required to fill in the chart with the correct choices. Practicing this skill will help test takers think about categorizing information and be able to do so with ease.

- Create an oral or written summary of the passage using the charts and outlines.
- Paraphrase individual sentences in a passage. Then paraphrase entire paragraphs.

Listening Tips

Listening to the English language frequently and reading a wide variety of academic materials is the best way to improve listening skills.

Watching movies and television and listening to the radio provide excellent opportunities to build listening skills. Audiotapes and CDs of lectures and presentations are equally valuable and are available at libraries and bookstores. Those with transcripts are particularly helpful. The Internet is also a great resource for listening material (e.g., **www.npr.org** or **www.bbc.co.uk/radio** or **www.bbc.co.uk/worldservice/learningenglish**).

Listening for Basic Comprehension

- Increase vocabulary.
- Focus on the content and flow of spoken material. Do not be distracted by the speaker's style and delivery.
- Anticipate what a person is going to say as a way to stay focused.
- Stay active by asking yourself questions (e.g., What main idea is the professor communicating?).
- Copy the words "main idea," "major points," and "important details" on different lines of paper. Listen carefully, and write these down while listening. Continue listening until all important points and details are written down and then review them.
- Listen to a portion of a lecture or talk and create an outline of important points. Use the outline to write a brief summary. Gradually increase the amount of the presentation you use to write the summary.

Notes

The Reading section measures the ability to recognize paraphrases. The ability to paraphrase is also important for the integrated tasks in the Writing and Speaking sections of the test.

The Listening section does not measure summarizing skills, but practicing summarizing skills is useful for the integrated tasks in the Speaking and Writing sections.

Listening for Pragmatic Understanding[10]

- Think about what each speaker hopes to accomplish: What is the purpose of the speech or conversation? Is the speaker apologizing, complaining, or making suggestions?
- Notice each speaker's style. Is the language formal or casual? How certain does each speaker sound? Is the speaker's voice calm or emotional? What does the speaker's tone of voice tell you?
- Notice the speaker's degree of certainty. How sure is the speaker about the information? Does the speaker's tone of voice indicate something about his/her degree of certainty?
- Listen for changes in topic or **digressions**[11].
- Watch a recorded TV or movie comedy. Pay careful attention to the way stress and intonation patterns are used to convey meaning.

10. Pragmatic understanding: To understand a speaker's purpose, attitude, degree of certainty, etc.
11. Digressions: Side comments in which the speaker briefly moves away from the main topic and then returns

Listening to Connect and Synthesize[12] Ideas

- Think about how the lecture you're hearing is organized. Listen for the signal words that indicate the introduction, major steps or ideas, examples, and the conclusion or summary.
- Identify the relationships between ideas. Possible relationships include: cause/effect, compare/contrast, and steps in a process.
- Listen for words that show connections and relationships between ideas.
- Listen to recorded material and stop the recording at various points. Predict what information or idea will be expressed next.
- Create an outline of the information discussed while listening or after listening.

Speaking Tips

The best way to practice speaking is with native speakers of English. If you do not live in an English-speaking country, finding native speakers of English might be quite challenging. In some countries, there are English-speaking tutors or assistants who help students with conversation skills and overall communication skills. It is critical to find them and speak with them as often as possible. Another way to practice speaking is by joining an English club whose members converse in English about movies, music, and travel. If a club does not exist in your area, start one and invite native speakers to help you get started.

Independent Speaking Tasks

- Make a list of topics that are familiar, and practice speaking about them.
- Describe a familiar place or recount a personal experience.
- Later, state an opinion or a preference and present clear, detailed reasons for it.
- Make a recommendation and explain why it is the best way to proceed.
- Practice giving one-minute responses to topics.

12 Synthesize: To combine information from two or more sources integrated Speaking tasks on the TOEFL iBT test.

Integrated Speaking Tasks

- Find a textbook that includes questions about the material at the end of chapters, and practice answering the questions orally.
- Read a short article (100–200 words). Make an outline that includes only the major points of the article. Use the outline to orally summarize the information.
- Find listening and reading material on the same topic covered by the article. The material can contain similar or different views. (The Internet and the library are good places to find information.) Take notes or create outlines on the listening and reading material:[13]
  - Orally summarize the information in both the written and spoken materials. Be sure to paraphrase using different words and grammatical structures.
  - Orally synthesize the material by combining the information from the reading and listening materials and explain how they relate.
  - State an opinion about the ideas and information presented in the reading and listening material and explain how they relate.
  - If the reading and/or listening material describes a problem, suggest and explain a solution to the problem.
- Recognize the attitude of the speaker or the writer of the original material through intonation, stress, and word choice. This helps you to understand their point of view and plan an appropriate response.

All Speaking Tasks

- Increase vocabulary and learn to use idiomatic speech appropriately.
- Learn grammatical structures and use them naturally when speaking.
- Work on pronunciation, including word stress, intonation patterns, and pauses. (There are a number of products and websites that can help you develop pronunciation skills.)
- When practicing for the TOEFL iBT using the tips above, take 15 seconds to think about what you're going to say before you speak. Write down a few key words and ideas, but do not attempt to write down exactly what you are going to say. (Raters will be able to detect responses that are read and give them a lower rating.)
- Use signal words and expressions to introduce new information or ideas, to connect ideas, and to mark important words or ideas. This will help the listener easily follow what you are saying. (For example, "on the one hand . . . ," "but on the other hand . . . ," "what that means is . . . ," "The first reason is . . . ," "another difference is . . . ")

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13. Taking notes on the reading and listening material in the integrated Speaking tasks on the TOEFL iBT test is allowed. Since the reading and listening material is very brief, taking notes on the material may not be necessary. However, the activity described above will help test takers prepare for entering the academic setting. If test takers can do this well, they will most likely succeed on the integrated Speaking tasks on the TOEFL iBT test.

- Make recordings of the above activities and evaluate your effort by asking yourself these questions:
  - Did I complete the task?
  - Did I speak clearly?
  - Did I make grammatical errors?
  - Did I use words correctly?
  - Did I organize my ideas clearly and appropriately?
  - Did I use the time effectively?
  - Did I speak too fast or too slowly?
  - Did I pause too often?
- Monitor your progress and ask an English teacher or tutor to evaluate your speech using the appropriate TOEFL iBT Speaking Rubrics. (See pages 187–190 for the Rubrics.)

Practice your speaking skills

with TOEFL® Practice Online at **www.ets.org/toeflpractice** and receive instant scores to confirm that you are ready for test day.

To practice your pronunciation skills, use Pronunciation in English at **www.ets.org/tse/pie22.html.**

Writing Tips

Integrated Writing Tasks

- Find a textbook that includes questions about the material at the end of chapters and practice writing answers to the questions.
- Read an article that is about 300–400 words long. Make an outline that includes the major points and important details of the article. Use the outline to write a summary of the information and ideas. Summaries should be brief and clearly communicate only the major points and important details. Be sure to paraphrase using different words and grammatical structures.
- Find listening and reading material on a single topic on the Internet or in the library. The material can provide similar or different views. Take notes on the written and spoken portions, and do the following:
  - Summarize the information and ideas in both the written and spoken portions.
  - Synthesize the information and discuss how the reading and listening materials relate. Explain how the ideas expressed are similar, how one idea expands upon another, or how the ideas are different or contradict each other.

Paraphrasing

Paraphrasing involves restating something from the source material in one's own words. On the TOEFL iBT, test takers receive a score of zero if all they do is copy words from the reading passage. Practice paraphrasing words, phrases, sentences, and entire paragraphs frequently using the following tips:

- Learn to find synonyms with ease. Pick 10 to 15 words or phrases in a reading passage and quickly think of synonyms without looking them up in a dictionary or thesaurus.
- Write a paraphrase of a reading passage using only your notes. If you haven't taken notes, write the paraphrase without looking at the original text. Then check the paraphrase with the original passage to make sure that it is factually accurate and that you have used different words and grammatical structures.

Independent Writing Tasks

- Make a list of familiar topics and practice writing about them.
- For each topic, state an opinion or a preference and then support it with evidence.
- Practice planning and writing at least one essay for each topic. Be sure to take 30 minutes to plan, write, and revise each essay.
- Think about and list all ideas related to a topic or task before writing. This is also called "prewriting."
- Identify one main idea and some major points to support that idea, and plan how to communicate them (by creating, for example, an outline to organize ideas).
- Create a focused thesis statement and use it to develop the ideas presented in the essay.
- Develop the essay by using appropriate explanation and detail.

All Writing Tasks

- Increase vocabulary and knowledge of idiomatic speech so you can use it appropriately.
- Learn grammatical structures so well that you can use them naturally when writing.
- Learn the conventions of spelling, punctuation, and layout (e.g., paragraph creation).
- Express information in an organized manner, displaying unity of thought and coherence.
- Use signal words and phrases, such as "on the one hand" or "in conclusion," to create a clear structure for your response.

- As you practice, ask yourself these questions:
  - Did I complete the task?
  - Did I write clearly?
  - Did I make grammatical errors?
  - Did I use words correctly?
  - Did I organize my ideas clearly and coherently?
  - Did I use the time effectively?
- Monitor your own progress and ask an English teacher or tutor to evaluate the writing by using the appropriate TOEFL iBT Writing Rubrics. (See pages 200–201 and 209–210 for the Rubrics.)

Practice your writing skills

with TOEFL® Practice Online at **www.ets.org/toeflpractice** and receive instant scores to confirm that you are ready for test day. If you want more writing practice, ask your teacher about ETS's Criterion℠ Online Writing Evaluation service.

Notes

Teachers: It is a good idea for English programs to use the TOEFL Speaking and Writing Rubrics (pages 187–190, 200–201, and 209–210) to measure students' abilities and evaluate their progress. This helps students build their skills for the TOEFL iBT.

Test Preparation Tips from ETS

Once you have built your skills and practiced for the test, you will be ready for the TOEFL iBT test. Here are some good test-taking strategies recommended by ETS:

- **Carefully follow the directions** in each section to avoid wasting time.
- **Click on Help** to review the directions **only when absolutely necessary** because the test clock will not stop when the Help function is being used.
- **Do not panic.** Concentrate on the current question only, and do not think about how you answered other questions. This is a habit that can be learned through practice.
- **Avoid spending too much time on any one question.** If you have given the question some thought and you still don't know the answer, eliminate as many answer choices as possible and then select the best remaining choice. You can review your responses in the Reading section by clicking on **Review**. However, it is best to do this only after all the questions have been answered so you stay focused and save time.
- **Pace yourself** so you have enough time to answer every question. Be aware of the time limit for every section/task, and budget enough time for each question/task so you do not have to rush at the end. You can hide the time clock if you wish, but it is a good idea to check the clock periodically to monitor progress. The clock will automatically alert you when five minutes remain in the Listening and Reading sections, as well as in the independent and integrated tasks in the Writing section.

Questions Frequently Asked by Students

Test Benefits

Why should I take the TOEFL test?

No matter where in the world you want to study, the TOEFL test can help you get there. You will be eligible for admission to virtually any institution in the world, including the top colleges and universities in the United States, Canada, the United Kingdom, Australia, and New Zealand. See the University Directory at **www.ets.org/toefl**.

The TOEFL test gives you more flexibility on when, where, and how often you can take the test, and more practice tools and feedback, than any other English-language test in the world.

Test takers who are well prepared for the TOEFL iBT can feel confident that they are also well prepared for academic success.

What makes TOEFL iBT better than other English-language tests?

The TOEFL iBT assesses a test taker's ability to integrate English skills and to communicate about what he or she reads and hears. These are the skills you will actually use in an academic classroom.

The test also measures speaking more fairly than other tests. Each Speaking response is evaluated by three to six raters, which is more objective and reliable than other tests that use only one interviewer from a local test site.

Who else benefits from the test?

Admissions officials and faculty at colleges and universities, as well as administrators of certification and licensing agencies, receive better information on an applicant's English communication skills.

Registration

How and when do I register for the test?

Online registration is the easiest method. You can also register by mail or by phone. See **www.ets.org/toefl** for details. The *Information and Registration Bulletin for TOEFL iBT* is available at many advising centers, colleges, universities, and libraries.

Registration is available 3–4 months before the test date. Register early as seats fill up quickly.

Where and when can I take the TOEFL iBT?

The test is given on fixed dates, 30–40 times a year, at secure Internet-based test centers. The ETS testing network, with over 4,500 test centers in 180 countries, is the largest in the world. Go to **www.ets.org/toefl** for a list of locations and dates.

How much does the TOEFL iBT cost?

The price of the test varies by country. Please check the TOEFL website at **www.ets.org/toefl** for the test fees in your country.

What if the TOEFL iBT is not offered in my location?

ETS offers the TOEFL Paper-based Test and the *Test of Spoken English*™ (TSE®) in areas where the TOEFL iBT is not available.

Test Preparation

Are sample questions available?

Yes, examinees who register to take the TOEFL iBT receive a link to a TOEFL iBT Sampler. The Sampler includes sample questions from all four sections of the TOEFL iBT. The Reading and Listening sections are interactive, and sample responses are provided for the Speaking and Writing questions.

Can I take a practice test and get a score?

Yes. Practice tests for TOEFL iBT can be purchased at TOEFL Practice Online, at **www.ets.org/toeflpractice**. This site features practice tests that include **exclusive** TOEFL iBT practice questions covering all four skills: Reading, Listening, Speaking, and Writing, with scoring provided by certified ETS raters.

Scores and Score Reports

How do I get my scores?

Scores are posted online for you to view just days after the test date, then mailed to you and the institutions you selected.

Included with your registration fees are:

- 1 printed and 1 online score report for you
- up to 4 official score reports that ETS will send directly to the institutions or agencies that you select when you register

Can I order additional score reports?

Yes. For a small fee, you can send score reports to as many institutions as you choose. See **www.ets.org/toefl** for details.

How long are scores valid?

ETS will report scores for 2 years after the test date.

Will institutions accept scores from previous tests?

Check with each institution or agency directly.

Test Delivery

What skills are tested on the TOEFL iBT?

The test is given in English, has 4 sections on reading, listening, speaking, and writing, and takes about 4½ hours.

Section	Time Limit	No. of Questions
Reading	60–100 minutes	36–70
Listening	60–90 minutes	34–51
Break	10 minutes	
Speaking	20 minutes	6 tasks
Writing	50 minutes	2 tasks

Can I take only one section of the test?

No. The entire test must be taken to receive a score.

Which computer keyboard is used for the TOEFL iBT?

QWERTY, the most common English-language keyboard, is used. It takes its name from the first 6 letters at the top of the keyboard. Test takers should practice on a QWERTY keyboard before taking the TOEFL iBT.

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2 TOEFL iBT Reading

Read this chapter to learn

The TOEFL iBT Reading section includes 3 to 5 reading passages, each approximately 700 words long. There are 12 to 14 questions per passage. You have from 60 to 100 minutes to answer all questions in the section.

TOEFL iBT Reading Passages

TOEFL iBT reading passages are excerpts from college-level textbooks that would be used in introductions to a discipline or topic. The excerpts are changed as little as possible because the goal of the TOEFL iBT is to assess how well students can read the kind of writing that is used in an academic environment.

The passages will cover a variety of different subjects. Don't worry if you are unfamiliar with the topic of a passage. All the information needed to answer the questions will be in the passage. All TOEFL passages are classified into three basic categories based on author purpose: (1) Exposition, (2) Argumentation, and (3) Historical.

Often passages will present information about the topic from more than one perspective or point of view. This is something you should note as you read because usually you will be asked at least one question that allows you to show that you have understood the general organization of the passage. Common types of organization you should be able to recognize are

- classification
- comparison/contrast
- cause/effect
- problem/solution

TOEFL iBT passages are approximately 700 words long, but the passages used may vary somewhat in length. Some passages may be slightly longer than 700 words, and some may be slightly shorter.

TOEFL iBT Reading Questions

TOEFL iBT Reading questions cover Basic Information skills, Inferencing skills, and Reading to Learn skills. There are 10 question types. The following chart summarizes the categories and types of TOEFL iBT Reading questions.

TOEFL Reading Question Types

Basic Information and Inferencing questions (11 to 13 questions per set)

1. Factual Information questions (3 to 6 questions per set)
2. Negative Factual Information questions (0 to 2 questions per set)
3. Inference questions (0 to 2 questions per set)
4. Rhetorical Purpose questions (0 to 2 questions per set)
5. Vocabulary questions (3 to 5 questions per set)
6. Reference questions (0 to 2 questions per set)
7. Sentence Simplification questions (0 to 1 question per set)
8. Insert Text question (0 to 1 question per set)

Reading to Learn questions (1 per set)

9. Prose Summary
10. Fill in a Table

The following sections will explain each of these question types. You'll find out how to recognize each type, and you'll see examples of each type with explanations. You'll also find tips that can help you answer each TOEFL Reading Question type.

Basic Information and Inferencing Questions

Type 1: Factual Information Questions

These questions ask you to identify factual information that is explicitly stated in the passage. Factual Information questions can focus on facts, details, definitions, or other information presented by the author. They ask you to identify specific information that is typically mentioned only in part of the passage. They generally do not ask about general themes that the passage as a whole discusses. Often the relevant information is in one or two sentences.

How to Recognize Factual Information Questions

Factual information questions are often phrased in one of these ways:

- According to the paragraph, which of the following is true of X?
- The author's description of X mentions which of the following?
- According to the paragraph, X occurred because . . .
- According to the paragraph, X did Y because . . .
- According to the paragraph, why did X do Y?
- The author's description of X mentions which of the following?

Example

PASSAGE EXCERPT: ". . . Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze) . . . "

According to paragraph 2, sculptors in the Italian Renaissance stopped using cannonballs in bronze statues of horses because

- ⬭ they began using a material that made the statues weigh less
- ⬭ they found a way to strengthen the statues internally
- ⬭ the aesthetic tastes of the public had changed over time
- ⬭ the cannonballs added too much weight to the statues

Explanation

The question tells you to look for the answer in paragraph 2. You do not need to skim the entire passage to find the relevant information.

Choice 1 says that sculptors stopped putting cannonballs under the raised legs of horses in statues because they learned how make the statue weigh less and not require support for the leg. The passage does not mention making the statues weigh less; it says that sculptors learned a better way to support the weight. Choice 3 says that the change occurred only because people's taste changed, meaning that the cannonballs were never structurally necessary. That directly contradicts the passage. Choice 4 says that the cannonballs weakened the structure of the statues. This choice also contradicts the passage. Choice 2 correctly identifies the reason the passage gives for the change: sculptors developed a way to strengthen the statue from the inside, making the cannonballs physically unnecessary.

Type 2: Negative Factual Information Questions

These questions ask you to verify what information is true and what information is NOT true or not included in the passage based on information that is explicitly stated in the passage. To answer this kind of question, first locate the relevant information in the passage. Then verify that three of the four answer choices are true and that the remaining choice is false. Remember, for this type of question, the correct answer is the one that is NOT true.

How to Recognize Negative Factual Information Questions

You can recognize negative fact items because either the word "NOT" or "EXCEPT" appears in the question in capital letters.

- According to the passage, which of the following is NOT true of X?
- The author's description of X mentions all of the following EXCEPT

Tips for Negative Factual Information Questions

- Usually a Negative Factual Information question requires you to check more of the passage than a Factual Information question. The three choices that are mentioned in the passage may be spread across a paragraph or several paragraphs.
- In Negative Factual Information questions, the correct answer either directly contradicts one or more statements in the passage or is not mentioned in the passage at all.
- After you finish a Negative Factual Information Question, check your answer to make sure you have accurately understood the task.

Example

PASSAGE EXCERPT: "The United States in the 1800's was full of practical, hardworking people who did not consider the arts—from theater to painting—useful occupations. In addition, the public's attitude that European art was better than American art both discouraged and infuriated American artists. In the early 1900's there was a strong feeling among artists that the United States was long overdue in developing art that did not reproduce European traditions. Everybody agreed that the heart and soul of the new country should be reflected in its art. But opinions differed about what this art would be like and how it would develop."

According to paragraph 1, all of the following were true of American art in the late 1800's and early 1900's EXCEPT:

- ⬭ Most Americans thought art was unimportant.
- ⬭ American art generally copied European styles and traditions.
- ⬭ Most Americans considered American art inferior to European art.
- ⬭ American art was very popular with European audiences.

Explanation

Sometimes in Negative Factual Information questions, it is necessary to check the entire passage in order to make sure that your choice is not mentioned. However, in this example, the question is limited to one paragraph, so your answer should be based just on the information in that paragraph. Choice 1 is a restatement of the first sentence in the paragraph: since most Americans did not think that the arts were useful occupations, they considered them unimportant. Choice

2 makes the same point as the third sentence: ". . . the United States was long overdue in developing art that did not reproduce European traditions" means that up to this point in history, American art did reproduce European traditions. Choice 3 is a restatement of the second sentence in the paragraph: American artists were frustrated because of "the public's attitude that European art was better than American art. . . ." Choice 4 is not mentioned anywhere in the paragraph. Because you are asked to identify the choice that is NOT mentioned in the passage or that contradicts the passage, the correct answer is choice 4.

Type 3: Inference Questions

These questions measure your ability to comprehend an argument or an idea that is strongly implied but not explicitly stated in the text. For example, if an effect is cited in the passage, an Inference question might ask about its cause. If a comparison is made, an Inference question might ask for the basis of the comparison. You should think about not only the explicit meaning of the author's words, but the logical implications of those words.

How to Recognize Inference Questions

Inference questions will usually include the word *infer, suggest,* or *imply*.

- Which of the following can be inferred about X?
- The author of the passage implies that X . . .
- Which of the following can be inferred from paragraph 1 about X?

Example

PASSAGE EXCERPT: ". . . The nineteenth century brought with it a burst of new discoveries and inventions that revolutionized the candle industry and made lighting available to all. In the early-to-mid-nineteenth century, a process was developed to refine tallow (fat from animals) with alkali and sulfuric acid. The result was a product called stearin. Stearin is harder and burns longer than unrefined tallow. This breakthrough meant that it was possible to make tallow candles that would not produce the usual smoke and rancid odor. Stearins were also derived from palm oils, so vegetable waxes as well as animal fats could be used to make candles . . . "

Which of the following can be inferred from paragraph 1 about candles before the nineteenth century?

- ⬭ They did not smoke when they were burned.
- ⬭ They produced a pleasant odor as they burned.
- ⬭ They were not available to all.
- ⬭ They contained sulfuric acid.

Explanation

In the first sentence from the excerpt the author says that "new discoveries and inventions" made "lighting available to all." The only kind of lighting discussed in the passage is candles. If the new discoveries were important because they made candles available to all, we can infer that before the discoveries, candles were not available to everyone. Therefore, choice 3 is an inference about candles we can make from the passage. Choices 1 and 2 can be eliminated because they explicitly contradict the passage ("the usual smoke" and "rancid odor"). Choice 4 can be eliminated because sulfuric acid was first used to make stearin in the nineteenth century, not before the nineteenth century.

Type 4: Rhetorical Purpose Questions

Rhetoric is the art of speaking or writing effectively. In Factual Information questions you are asked **what** information an author has presented. In Rhetorical Purpose questions you are asked **why** the author has presented a particular piece of information in a particular place or manner. Rhetorical Purpose questions ask you to show that you understand the rhetorical function of a statement or paragraph as it relates to the rest of the passage.

Sometimes you will be asked to identify how one paragraph relates to another. For instance, the second paragraph may give examples to support a statement in the first paragraph. The answer choices may be expressed in general terms, (for example, "a theory is explained and then illustrated") or in terms that are specific to the passage. ("The author explains the categories of adaptation to deserts by mammals and then gives an example.")

A Rhetorical Purpose question may also ask why the author quotes a certain person or why the author mentions a particular piece of information (*Example:* Why does the author mention "the ability to grasp a pencil"? *Correct answer:* It is an example of a motor skill developed by children at 10 to 11 months of age.)

How to Recognize Rhetorical Purpose Questions

These are examples of the way Rhetorical Purpose questions are typically worded:

- The author discusses X in paragraph 2 in order to . . .
- Why does the author mention X?
- The author uses X as an example of . . .

Tips for Rhetorical Purpose Questions

- Know the definitions of these words or phrases, which are often used to describe different kinds of rhetorical purposes: "definition," "example," "to illustrate," "to explain," "to contrast," "to refute," "to note," "to criticize," "function of."
- Rhetorical Purpose questions usually do not ask about the overall organization of the reading passage. Instead, they typically focus on the logical links between sentences and paragraphs.

Example **PASSAGE EXCERPT:** ". . . Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done because the cannonball was needed to support the weight of the leg . . . "

Why does the author discuss the bronze statues of horses created by artists in the early Italian Renaissance?

- ⬭ To provide an example of a problem related to the laws of physics that a fine artist must overcome
- ⬭ To argue that fine artists are unconcerned with the laws of physics
- ⬭ To contrast the relative sophistication of modern artists in solving problems related to the laws of physics
- ⬭ To note an exceptional piece of art constructed without the aid of technology

Explanation

You should note that the sentence that first mentions "bronze statues of horses" begins "For example . . ." The author is giving an example of something he has introduced earlier in the paragraph. The paragraph overall contrasts how the constraints of physical laws affect the fine arts differently from applied arts or crafts. The fine artist is not concerned with making an object that is useful, so he or she is less constrained than the applied artist. However, because even a fine-arts object is made of some material, the artist must take into account the physical properties of the material. In the passage, the author uses the example of the bronze statues of horses to discuss how artists had to include some support for the raised foreleg of the horse because of the physical properties of the bronze. So the correct answer is choice 1.

Type 5: Vocabulary Questions

These questions ask you to identify the meanings of individual words and phrases as they are used in the reading passage (a word might have more than one meaning, but *in the reading passage,* only one of those meanings is relevant.) Vocabulary that is tested actually occurs in the passage; there is no "list of words" that must be tested. Usually a word or phrase is chosen to be tested as a vocabulary item because understanding that word or phrase is important to understanding a large or important part of the passage. On the TOEFL iBT, some words in the passage that are unusual, technical, or have special meanings in the context of the topic are defined for you. If you click on the word in the passage, a definition

will appear in a box. In this book, words of this type are defined at the end of the passage. Naturally, words that are tested as vocabulary questions are not defined for you.

How to Recognize Vocabulary Questions

Vocabulary questions are usually easy to identify. You will see one word or phrase highlighted in the passage. You are then asked a question like this:

- The word X in the passage is closest in meaning to

In the case of a phrase, the question might be:

- In stating X, the author means that

Tips for Vocabulary Questions

- Remember that the question is not just asking the meaning of a word; it is asking for the meaning *as it is used in the passage.* Do not choose an answer just because it can be a correct meaning of the word; understand which meaning the author is using in the passage.
- Reread the sentence in the passage, substituting the word or phrase you have chosen. Confirm that the sentence still makes sense in the context of the whole passage.

Examples

PASSAGE EXCERPT: "In the animal world the task of moving about is fulfilled in many ways. For some animals locomotion is accomplished by changes in body shape . . ."

The word locomotion in the passage is closest in meaning to

- ○ evolution
- ○ movement
- ○ survival
- ○ escape

Explanation

Locomotion means "the ability to move from place to place." In this example, it is a way of restating the phrase "the task of moving" in the preceding sentence. So the correct answer is choice 2.

PASSAGE EXCERPT: "Some poisonous snake bites need to be treated immediately or the victim will suffer paralysis . . ."

In stating that the victim will suffer paralysis the author means that the victim will

- ○ lose the ability to move
- ○ become unconscious
- ○ undergo shock
- ○ feel great pain

Explanation

In this example, both the words tested from the passage and the possible answers are phrases. *Paralysis* means "the inability to move," so if the poison from a snake bite causes someone to "suffer paralysis," that person will "lose the ability to move." The correct answer is choice 1.

Type 6: Reference Questions

These questions ask you to identify referential relationships between the words in the passage. Often, the relationship is between a pronoun and its antecedent (the word to which the pronoun refers). Sometimes other kinds of grammatical reference are tested (like *which* or *this*).

How to Recognize Reference Questions

Reference questions look similar to vocabulary questions. In the passage, one word or phrase is highlighted. Usually the word is a pronoun. Then you are asked:

- The word ▒ in the passage refers to

The four answer choices will be words or phrases from the passage. Only one choice is the word to which the highlighted word refers.

Examples

PASSAGE EXCERPT: ". . . These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If pots have no bottoms or have large openings in their sides, they could hardly be considered containers in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits . . . "

The word they in the passage refers to

- ⬭ applied-art objects
- ⬭ the laws of physics
- ⬭ containers
- ⬭ the sides of pots

Explanation

This is an example of a simple pronoun-referent item. The highlighted word *they* refers to the phrase "applied-art objects," which immediately precedes it, so choice 1 is the correct answer.

Often the grammatical referent for a pronoun will be separated from the pronoun. It may be located in a preceding clause or even in the preceding sentence.

PASSAGE EXCERPT: ". . . The first weekly newspaper in the colonies was the Boston Gazette, established in 1719, the same year that marked the appearance of Philadelphia's first newspaper, the *American Mercury,* where the young Benjamin Franklin worked. By 1760 Boston had 4 newspapers and 5 other printing establishments; Philadelphia, 2 newspapers and 3 other presses; and New York, 3 newspapers. The

distribution, if not the sale, of newspapers was assisted by the establishment of a postal service in 1710, which had a network of some 65 offices by 1770, serving all 13 colonies . . ."

The word which in the passage refers to

- ⬭ distribution
- ⬭ sale
- ⬭ newspaper
- ⬭ postal service

Explanation

In this example, the highlighted word is a relative pronoun, the grammatical subject of the relative clause "which had a network of some 65 offices . . ." The relative clause is describing the postal service, so choice 4 is the correct answer.

PASSAGE EXCERPT: ". . . Roots anchor the plant in one of two ways or sometimes by a combination of the two. The first is by occupying a large volume of shallow soil around the plant's base with a *fibrous root system,* one consisting of many thin, profusely branched roots. Since these kinds of roots grow relatively close to the soil surface, they effectively control soil erosion. Grass roots are especially well suited to this purpose. Fibrous roots capture water as it begins to percolate into the ground and so must draw their mineral supplies from the surface soil before the nutrients are leached to lower levels . . ."

The phrase this purpose in the passage refers to

- ⬭ combining two root systems
- ⬭ feeding the plant
- ⬭ preventing soil erosion
- ⬭ leaching nutrients

Explanation

In the example, the highlighted words are a phrase containing a demonstrative adjective *(this)* and a noun *(purpose)*. Because a fibrous root system can keep soil in place, it can be used to stop erosion, and grassroots are a fibrous root system. The sentence could be reworded as "Grass roots are especially well suited to preventing soil erosion," so choice 3 is the correct answer.

Type 7: Sentence Simplification Questions

In this type of question you are asked to choose a sentence that has the same essential meaning as a sentence that occurs in the passage. Not every reading set includes a Sentence Simplification question. There is never more than one in a set.

How to Recognize Sentence Simplification Questions

Sentence Simplification questions always look the same. A single sentence in the passage is highlighted. You are then asked:

- Which of the following best expresses the essential information in the highlighted sentence? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

Example

PASSAGE EXCERPT: ". . . Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the "applied arts." Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object's primary function . . ."

Which of the following best expresses the essential information in the highlighted sentence? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- ⬭ Functional applied-art objects cannot vary much from the basic patterns determined by the laws of physics.
- ⬭ The function of applied-art objects is determined by basic patterns in the laws of physics.
- ⬭ Since functional applied-art objects vary only within certain limits, arbitrary decisions cannot have determined their general form.
- ⬭ The general form of applied-art objects is limited by some arbitrary decision that is not determined by the laws of physics.

Explanation

It is important to note that the question says that *incorrect* answers change the original meaning of the sentence or leave out essential information. In this example, choice 4 changes the meaning of the sentence to its opposite; it says that the form of functional objects is arbitrary, when the highlighted sentence says that the forms of functional objects are *never* arbitrary. Choice 2 also changes the meaning. It says that the functions of applied-art objects are determined by physical laws. The highlighted sentence says that the *form of the object* is determined by physical laws but the function is determined by people. Choice 3 leaves out an important idea from the highlighted sentence. Like the highlighted sentence, it says that the form of functional objects is not arbitrary, but it does not say that it is physical laws that determine basic form. Only choice 1 makes the same point as the highlighted sentence and includes all the essential meaning.

Type 8: Insert Text Questions

In this type of question, you are given a new sentence and are asked where in the passage it would best fit. You need to understand the logic of the passage as well as the grammatical connections (like pronoun references) between sentences. Not every set includes an Insert Text question. There is never more than one in a set.

How to Recognize Insert Text Questions

In the passage you will see four black squares. The squares are located at the beginnings or ends of sentences. Sometimes all four squares appear in one paragraph. Sometimes they are spread across the end of one paragraph and the beginning of another. You are then asked this question:

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

[You will see a sentence in bold.]

Where would the sentence best fit?

Your job is to click on one of the squares and insert the sentence in the text.

Tips for Insert Text Questions

- Try the sentence in each of the places indicated by the squares. You can place and replace the sentence as many times as you want.
- Look at the structure of the sentence you are inserting. Pay special attention to connecting words; they can provide important information about where the sentence should be placed.
- Frequently used connecting words:

On the other hand	Further, or Furthermore	Similarly
For example	Therefore	In contrast
On the contrary	In other words	Finally
As a result		

- Make sure that the inserted sentence connects logically to both the sentence before it and the sentence after it, and that any pronouns agree with the nouns they refer to.

Example

PASSAGE EXCERPT WITH EXAMPLE SQUARES: "Scholars offer three related but different opinions about this puzzle. ■ One opinion is that the paintings were a record of the seasonal migrations made by herds. ■ Because some paintings were made directly over others, obliterating them, it is probable that a painting's value ended with the migration it pictured. ■ Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■"

Look at the four squares [■] that indicate where the following sentence could be added to the passage.

All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.

Where would the sentence best fit?

⬭ Scholars offer three related but different opinions about this puzzle. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.** One opinion is that the paintings were a record of the seasonal migrations made by herds. ■ Because some paintings were made directly over others, obliterating them, it is probable that a painting's value ended with the migration it pictured. ■ Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■

⬭ Scholars offer three related but different opinions about this puzzle. ■ One opinion is that the paintings were a record of the seasonal migrations made by herds. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.** Because some paintings were made directly over others, obliterating them, it is probable that a painting's value ended with the migration it pictured. ■ Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■

⬭ Scholars offer three related but different opinions about this puzzle. ■ One opinion is that the paintings were a record of the seasonal migrations made by herds. ■ Because some paintings were made directly over others, obliterating them, it is probable that a painting's value ended with the migration it pictured. **All three of them have strengths and weaknesses, but none adequately answers all of the questions the paintings present.** Unfortunately, this explanation fails to explain the hidden locations, unless the migrations were celebrated with secret ceremonies. ■

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Explanation

In this example, choice 1 is the correct answer. The new sentence makes sense only if it occurs in the first position, after the first sentence. In that place, "All three of them" refers back to "three related but different opinions." The information in the sentence is a commentary on all three of the "opinions"; the opinions are related, but none is a complete explanation. Logically, this evaluation of all three opinions must come either as an introduction to the three opinions, or as a conclusion about all three. Only the introductory position is available, because the paragraph does not include all three opinions.

Reading to Learn Questions

There are two types of Reading to Learn questions: "Prose Summary" and "Fill in a Table." Reading to Learn questions require you to do more than the Basic Information questions. As you have seen, the Basic Information questions focus on your ability to understand or locate specific points in a passage at the sentence level. The Reading to Learn questions also involve

- recognizing the organization and purpose of the passage
- organizing the information in the passage into a mental framework
- distinguishing major from minor ideas and essential from nonessential information
- understanding rhetorical functions such as cause-effect relationships, compare-contrast relationships, arguments, and the like

In other words, these questions require you to demonstrate an understanding of the passage as a whole, not just specific information within it.

Reading to Learn questions require you to show that you are able not only to comprehend individual points, but also to place the major ideas and supporting information from the passage into an organizational framework or structure such as a prose summary or a table. By answering correctly, you will demonstrate that you can recognize the major points of a text, how and why the text has been organized, and the nature of the relationships within the text. Having an organized mental representation of a text is critical to learning because it allows you to remember important information from the text and apply it in new situations. If you have such a mental framework, you should be able to reconstruct the major ideas and supporting information from the text. By doing so, you will demonstrate a global understanding of the text as a whole. On the TOEFL iBT test, each reading passage will have one Reading to Learn item. It will be either a Prose Summary or a Fill in a Table item, never both.

Type 9: Prose Summary Questions

These items measure your ability to understand and recognize the major ideas and the relative importance of information in a passage. You will be asked to select the major ideas in the passage by distinguishing them from minor ideas or ideas that are not in the passage. The correct answer choice will synthesize major ideas in the passage. Because the correct answer represents a synthesis of ideas, it will not match any particular sentence from the passage. To select the correct

answer, you will need to create a mental framework to organize and remember major ideas and other important information. Understanding the relative importance of information in a passage is critical to this ability.

In a Prose Summary question, you will be given six answer choices and asked to pick the three that express the most important ideas in the passage. Unlike the Basic Information questions, each of which is worth just one point, a Prose Summary question can be worth either one or two points depending on how many correct answers you choose. If you choose no correct answers or just one correct answer, you will earn no points. If you choose two correct answers, you will earn one point. If you choose all three correct answers, you will earn two points. The order in which you choose your answers does not matter for scoring purposes.

Example *Because the Prose Summary question asks you to show an understanding of the different parts of the passage it is necessary to read the entire passage. Parts of the following passage have already been used to illustrate other question types.*

APPLIED ARTS AND FINE ARTS

Although we now tend to refer to the various crafts according to the materials used to construct them—clay, glass, wood, fiber, and metal—it was once common to think of crafts in terms of function, which led to their being known as the "applied arts." Approaching crafts from the point of view of function, we can divide them into simple categories: containers, shelters, and supports. There is no way around the fact that containers, shelters, and supports must be functional. The applied arts are thus bound by the laws of physics, which pertain to both the materials used in their making and the substances and things to be contained, supported, and sheltered. These laws are universal in their application, regardless of cultural beliefs, geography, or climate. If a pot has no bottom or has large openings in its sides, it could hardly be considered a container in any traditional sense. Since the laws of physics, not some arbitrary decision, have determined the general form of applied-art objects, they follow basic patterns, so much so that functional forms can vary only within certain limits. Buildings without roofs, for example, are unusual because they depart from the norm. However, not all functional objects are exactly alike; that is why we recognize a Shang Dynasty vase as being different from an Inca vase. What varies is not the basic form but the incidental details that do not obstruct the object's primary function.

Sensitivity to physical laws is thus an important consideration for the maker of applied-art objects. It is often taken for granted that this is also true for the maker of fine-art objects. This assumption misses a significant difference between the two disciplines. Fine-art objects are not constrained by the laws of physics in the same way that applied-art objects are. Because their primary purpose is not functional, they are only limited in terms of the materials used to make them. Sculptures must, for example, be stable, which requires an understanding of the properties of mass, weight distribution, and stress. Paintings must have rigid stretchers so that the canvas will be taut, and the paint must not deteriorate, crack, or discolor. These are problems that must be overcome by the artist because they tend to intrude upon his or her conception of the work. For example, in the early Italian Renaissance, bronze statues of horses with a raised foreleg usually had a cannonball under that hoof. This was done

because the cannonball was needed to support the weight of the leg. In other words, the demands of the laws of physics, not the sculptor's aesthetic intentions, placed the ball there. That this device was a necessary structural compromise is clear from the fact that the cannonball quickly disappeared when sculptors learned how to strengthen the internal structure of a statue with iron braces (iron being much stronger than bronze).

Even though the fine arts in the twentieth century often treat materials in new ways, the basic difference in attitude of artists in relation to their materials in the fine arts and the applied arts remains relatively constant. It would therefore not be too great an exaggeration to say that practitioners of the fine arts work to overcome the limitations of their materials, whereas those engaged in the applied arts work in concert with their materials.

An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.**

This passage discusses fundamental differences between applied-art objects and fine-art objects.

-
-
-

Answer Choices

1. Applied-art objects fulfill functions, such as containing or sheltering, and objects with the same function have similar characteristics because they are constrained by their purpose.
2. It is easy to recognize that Shang Dynasty vases are different from Inca vases.
3. Fine-art objects are not functional, so they are limited only by the properties of the materials used.
4. Renaissance sculptors learned to use iron braces to strengthen the internal structures of bronze statues.
5. In the twentieth century, fine artists and applied artists became more similar to one another in their attitudes toward their materials.
6. In all periods, fine artists tend to challenge the physical limitations of their materials while applied artists tend to cooperate with the physical properties of their materials.

Explanation

Correct Choices

Choice 1: Applied art objects fulfill functions, such as containing or sheltering, and objects with the same function have similar characteristics because they are constrained by their purpose.

Explanation: As the introductory sentence states, the passage is mainly a contrast of applied-art objects and fine-art objects. The main point of contrast is functionality: applied-art objects are functional, whereas fine-art objects are not. The first part of the passage explains the consequences of functionality for the materials and "basic forms" of applied-art objects. The second part of the passage explains the consequences of not being functional to the materials and forms of fine-art objects. A good summary of the passage must include the definition of "applied-art objects" and the major consequence (objects with the same function will follow similar patterns), so Choice 1 should be included.

Choice 3: Fine-art objects are not functional, so they are limited only by the properties of the materials used.

Explanation: Because the passage contrasts applied art objects and fine-art objects, a good summary should include the basic difference. Including Choice 3 in the summary provides the basic contrast discussed in the passage: applied art objects are functional; fine-art objects are not. Fine-art objects are not as constrained as applied-art objects because they do not have to perform a function.

Choice 6: In all periods, fine artists tend to challenge the physical limitations of their materials, while applied artists tend to cooperate with the physical properties of their materials.

Explanation: The last paragraph of the passage presents a further consequence of the basic contrast between applied-art objects and fine-art objects. This is the difference between the attitude of fine artists toward their materials and the attitude of applied artists toward their materials. A good summary will include this last contrast.

Incorrect Choices

Choice2: It is easy to recognize that Shang Dynasty vases are different from Inca vases.

Explanation: Although this statement is true, it is not the main point of the first paragraph or of the passage. In fact, it contrasts with the main point of the paragraph: objects that have the same function are all similar. The last sentence of the first paragraph says that the Shang Dynasty vase and the Inca vase are different in "incidental details," but the "basic form" is the same. Including Choice 2 in the summary misrepresents the passage.

Choice 4: Renaissance sculptors learned to use iron braces to strengthen the internal structures of bronze statues.

Explanation: Choice 4 summarizes the information in sentences 9, 10, and 11 of paragraph 2. Within the context of the passage, this information helps you understand the meaning of the limitations that materials can impose on fine

artists. However, remember that the directions say to choose the statements that express *the most important ideas in the passage*. The example is less important than the general statements of difference. If Choice 4 is included, then Choice 1 or 3 or 6 would be left out and the summary would be missing an essential point of contrast between fine arts and applied arts.

Choice 5: In the twentieth century, fine artists and applied artists became more similar to one another in their attitudes toward their materials.

Explanation: This choice should be excluded because it is not supported by the passage. It is a misreading of paragraph 3, which says that the difference in attitude between fine artists and applied artists has not changed. Obviously, a choice that contradicts the information or argument in the passage should not be part of your summary.

Type 10: Fill in a Table Questions

In this kind of item, you will be given a partially completed table based on information in the passage. Your job is to complete the table by clicking on correct answer choices and dragging them to their correct locations in the table.

Fill in a Table items measure your ability to conceptualize and organize major ideas and other important information from across the passage and then to place them in appropriate categories. This means that you must first recognize and identify the major points from the passage, and then place those points in their proper context.

Just as for Prose Summary questions, the able reader will create a mental framework to organize and remember major ideas and other important information.

Doing so requires the ability to understand rhetorical functions such as cause-effect relationships, compare-contrast relationships, arguments, and the like.

When building your mental framework, keep in mind that the major ideas in the passage are the ones you would include if you were making a fairly high-level outline of the passage. The correct answer choices are usually ideas that would be included in a slightly more detailed outline. Minor details and examples are generally not included in such an outline because they are used only to support the more important, higher-level themes. The distinction between major ideas/important information and less important information can also be thought of as a distinction between essential and nonessential information.

Passages used with Fill in a Table items have more than one focus of development in that they include more than one point of view or perspective. Typical passages have the following types of organization: compare/contrast, problem/solution, cause/effect, alternative arguments (such as theories, hypotheses), and the like.

Correct answers represent major ideas and important supporting information in the passage. Generally these answers will not match specific phrases in the passage. They are more likely to be abstract concepts based on passage information or paraphrases of passage information. Correct answers will be easy to confirm by able readers who can remember or easily locate relevant text information.

Incorrect answers may include information about the topic that is not mentioned in the passage or that is not directly relevant to the classification categories in the table. They may also be obviously incorrect generalizations or conclusions based on what is stated in the passage. Be aware that incorrect answers may include words and phrases that match or resemble words or phrases in the passage.

Table Rules

Tables can have 2 or 3 columns/rows containing bullets representing either 5 or 7 correct answer choices. So there are four possible types of tables, as follow:

Type 1: 2-column/row table with 5 correct answer choices
Type 2: 3-column/row table with 5 correct answer choices
Type 3: 2-column/row table with 7 correct answer choices
Type 4: 3-column/row table with 7 correct answer choices

There will always be more answer choices than correct answers. Some answer choices will not be used.

An answer choice can be used only once in the table. If an answer choice applies to more than one category, or to no category in a table, a row or column labeled "both" or "neither" will be available in the table for placement of that answer choice.

Scoring

To earn points, you must not only select correct answer choices, but also organize them correctly in the table. You may receive partial credit, depending upon how many correct answers you choose.

For tables with 5 correct answers (both type 1 and type 2), you can earn up to a total of 3 points, depending on how many correct answers you select and correctly place. For 0, 1, or 2 correct answers you will receive no credit. For 3 correct answers you will receive 1 point; for 4 correct answers you will receive 2 points; and for all 5 correct answers you will receive the entire 3 points.

For tables with 7 correct answers (both type 3 and type 4), you can earn up to a total of 4 points, depending on how many correct answers you select and correctly place. For 0, 1, 2, or 3 correct answers you will receive no credit. For 4 correct answers you will receive 1 point; for 5 correct answers you will receive 2 points; for 6 correct answers you will receive 3 points, and for all 7 correct answers you will receive the entire 4 points.

Example

Note: The passage used for this example is the same one that was used above for the Prose Summary example question. In an actual test, you will not receive both a Prose Summary question and a Fill in a Table question about the same passage.

Directions: *Complete the table below to summarize information about the two types of art discussed in the passage. Match the appropriate statements to the types of art with which they are associated.* **This question is worth 3 points.**

TYPES OF ART	STATEMENTS
The Applied Arts	**Select 3** ● ● ●
The Fine Arts	**Select 2** ● ●

Statements

An object's purpose is primarily aesthetic.
Objects serve a functional purpose.
The incidental details of objects do not vary.
Artists work to overcome the limitations of their materials.
The basic form of objects varies little across cultures.
Artists work in concert with their materials.
An object's place of origin is difficult to determine.

Drag your answer choices to the spaces where they belong. (This question type fills the computer screen. To see the passage, click on **View Text.**)

Correctly Completed Table

Directions: *Complete the table below to summarize information about the two types of art discussed in the passage. Match the appropriate statements to the types of art with which they are associated.* **This question is worth 3 points.**

TYPES OF ART	STATEMENTS
The Applied Arts	**Select 3** ● Objects serve a functional purpose. ● The basic form of objects varies little across cultures. ● Artists work in concert with their materials.
The Fine Arts	**Select 2** ● An object's purpose is primarily aesthetic. ● Artists work to overcome the limitations of their materials

Explanation

Correct Choices

Choice 1: An object's purpose is primarily aesthetic. (Fine Arts)

Explanation: This is an example of a correct answer that requires you to identify an abstract concept based on text information and paraphrases of text information. In paragraph 2, sentence 5, the passage states that the primary purpose of Fine Art is not function. Then, in paragraph 2, sentence 11, the

passage mentions a situation in which a sculptor had to sacrifice an aesthetic purpose due to the laws of physics. Putting these statements together, the reader can infer that fine artists, such as sculptors, are primarily concerned with aesthetics.

Choice 2: Objects serve a functional purpose. (Applied Arts)
Explanation: This is stated more directly than the previous correct answer. Paragraph 1, sentences 1, 2, and 3 make it clear how important function is in the applied arts. At the same time, paragraph 2 states that Fine Arts are not concerned with function, so the only correct place for this statement is in the Applied Arts category.

Choice 4: Artists work to overcome the limitations of their materials. (Fine Arts)
Explanation: This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the fine arts.

Choice 5: The basic form of objects varies little across cultures. (Applied Arts)
Explanation: In paragraph 1, sentence 5, the passage states that certain laws of physics are universal. Then in sentence 7, that idea is further developed with the statement that functional forms can vary only within limits. From these two sentences, you can conclude that because of the laws of physics and the need for functionality, the basic forms of applied art objects will vary little across cultures.
Choice 6: Artists work in concert with their materials. (Applied Arts)
Explanation: This is stated explicitly in the last paragraph of the passage. In that paragraph, it is made clear that this applies only to practitioners of the applied arts.

Incorrect Choices

Choice 3: The incidental details of objects do not vary.
Explanation: This idea is explicitly refuted by the last sentence of paragraph 1 in reference to the applied arts. That sentence (referring only to applied arts) states that the incidental details of such objects do vary, so this answer cannot be placed in the applied arts category. This subject is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.

Choice 7: An object's place of origin is difficult to determine.
Explanation: This answer choice is implicitly refuted in reference to applied arts in the next to last sentence of paragraph 1. That sentence notes that both Shang Dynasty and Inca vases are identifiable as such based upon differences in detail. By inference, then, it seems that it is not difficult to determine an applied-art object's place of origin. Like the previous incorrect answer, this idea is not discussed at all in reference to fine art objects, so it cannot be correctly placed in that category either.

Improving Your Performance on TOEFL iBT Reading Questions

Now that you are familiar with the ten question types that are used in TOEFL iBT Reading, you are ready to sharpen your skills by working on whole reading sets. In the following pages, you can practice on six reading sets created by ETS for the TOEFL iBT test. The question types are not labeled, but you should be able to identify them and understand what you need to do to answer each correctly. After each passage and question set you'll find answers and explanations for each question.

In addition to practicing on these sets, here are some other suggestions for improving the skills that will help you perform well on TOEFL iBT Reading:

The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (sciences, social sciences, arts, business, and so on). The Internet is one of the best resources for this, and of course books, magazines, and journals are very helpful as well. Make sure regularly to read texts that are academic in style, the kind that are used in university courses.

Here are some suggestions for ways to build skills for the three reading purposes covered by the TOEFL iBT test.

1. Reading to find information

- Scan passages to find and highlight key facts (dates, numbers, terms) and information.
- Practice this frequently to increase reading rate and fluency.

2. Reading for basic comprehension

- Increase your vocabulary knowledge, perhaps by using flashcards.
- Rather than carefully reading each word and each sentence, practice skimming a passage quickly to get a general impression of the main idea.
- Build up your ability to skim quickly and to identify the major points.
- After skimming a passage, read it again more carefully and write down the main idea, major points, and important facts.
- Choose some unfamiliar words in a passage and guess the meaning from the context (surrounding sentences).
- Select all the pronouns (*he, him, they, them*, etc.) and identify which nouns they refer to in a passage.
- Practice making inferences and drawing conclusions based on what is implied in the passage as a whole.

THE ORIGINS OF CETACEANS

It should be obvious that cetaceans—whales, porpoises, and dolphins—are mammals. They breathe through lungs, not through gills, and give birth to live young. Their streamlined bodies, the absence of hind legs, and the presence of a fluke[1] and blowhole[2] cannot disguise their affinities with land-dwelling mammals. However, unlike the cases of sea otters and pinnipeds (seals, sea lions, and walruses, whose limbs are functional both on land and at sea), it is not easy to envision what the first whales looked like. Extinct but already fully marine cetaceans are known from the fossil record. How was the gap between a walking mammal and a swimming whale bridged? Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.

Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale. The fossil was officially named *Pakicetus* in honor of the country where the discovery was made. *Pakicetus* was found embedded in rocks formed from river deposits that were 52 million years old. The river that formed these deposits was actually not far from an ancient ocean known as the Tethys Sea.

The fossil consists of a complete skull of an archaeocyte, an extinct group of ancestors of modern cetaceans. Although limited to a skull, the *Pakicetus* fossil provides precious details on the origins of cetaceans. The skull is cetacean-like but its jawbones lack the enlarged space that is filled with fat or oil and used for receiving underwater sound in modern whales. *Pakicetus* probably detected sound through the ear opening as in land mammals. The skull also lacks a blowhole, another cetacean adaptation for diving. Other features, however, show experts that *Pakicetus* is a transitional form between a group of extinct flesh-eating mammals, the mesonychids, and cetaceans. It has been suggested that *Pakicetus* fed on fish in shallow water and was not yet adapted for life in the open ocean. It probably bred and gave birth on land.

Another major discovery was made in Egypt in 1989. Several skeletons of another early whale, *Basilosaurus*, were found in sediments left by the Tethys Sea and now exposed in the Sahara desert. This whale lived around 40 million years ago, 12 million years after *Pakicetus*. Many incomplete skeletons were found but they included, for the first time in an archaeocyte, a complete hind leg that features a foot with three tiny toes. Such legs would have been far too small to have supported the 50-foot-long *Basilosaurus* on land. *Basilosaurus* was undoubtedly a fully marine whale with possibly nonfunctional, or vestigial, hind legs.

An even more exciting find was reported in 1994, also from Pakistan. The now extinct whale *Ambulocetus natans* ("the walking whale that swam") lived in the Tethys Sea 49 million years ago. It lived around 3 million years after *Pakicetus* but 9 million

before *Basilosaurus*. The fossil luckily includes a good portion of the hind legs. The legs were strong and ended in long feet very much like those of a modern pinniped. The legs were certainly functional both on land and at sea. The whale retained a tail and lacked a fluke, the major means of locomotion in modern cetaceans. The structure of the backbone shows, however, that *Ambulocetus* swam like modern whales by moving the rear portion of its body up and down, even though a fluke was missing. The large hind legs were used for propulsion in water. On land, where it probably bred and gave birth, *Ambulocetus* may have moved around very much like a modern sea lion. It was undoubtedly a whale that linked life on land with life at sea.

1. Fluke: the two parts that constitute the large triangular tail of a whale
2. Blowhole: a hole in the top of the head used for breathing

It should be obvious that cetaceans—whales, porpoises, and dolphins—are mammals. They breathe through lungs, not through gills, and give birth to live young. Their streamlined bodies, the absence of hind legs, and the presence of a fluke[1] and blowhole[2] cannot disguise their affinities with land-dwelling mammals. However, unlike the cases of sea otters and pinnipeds (seals, sea lions, and walruses, whose limbs are functional both on land and at sea), it is not easy to envision what the first whales looked like. Extinct but already fully marine cetaceans are known from the fossil record. How was the gap between a walking mammal and a swimming whale bridged? Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.

1. Fluke: the two parts that constitute the large triangular tail of a whale
2. Blowhole: a hole in the top of the head used for breathing

Directions: *Mark your answer by filling in the oval next to your choice.*

1. In paragraph 1, what does the author say about the presence of a blowhole in cetaceans?

- ⬭ It clearly indicates that cetaceans are mammals.
- ⬭ It cannot conceal the fact that cetaceans are mammals.
- ⬭ It is the main difference between cetaceans and land-dwelling mammals.
- ⬭ It cannot yield clues about the origins of cetaceans.

2. Which of the following can be inferred from paragraph 1 about early sea otters?

- ⬭ It is not difficult to imagine what they looked like.
- ⬭ There were great numbers of them.
- ⬭ They lived in the sea only.
- ⬭ They did not leave many fossil remains.

The fossil consists of a complete skull of an archaeocyte, an extinct group of ancestors of modern cetaceans. Although limited to a skull, the *Pakicetus* fossil provides precious details on the origins of cetaceans. The skull is cetacean-like but its jawbones lack the enlarged space that is filled with fat or oil and used for receiving underwater sound in modern whales. *Pakicetus* probably detected sound through the ear opening as in land mammals. The skull also lacks a blowhole, another cetacean adaptation for diving. Other features, however, show experts that *Pakicetus* is a transitional form between a group of extinct flesh-eating mammals, the mesonychids, and cetaceans. It has been suggested that *Pakicetus* fed on fish in shallow water and was not yet adapted for life in the open ocean. It probably bred and gave birth on land.

3. The word precious in the passage is closest in meaning to
   - ⬭ exact
   - ⬭ scarce
   - ⬭ valuable
   - ⬭ initial

4. *Pakicetus* and modern cetaceans have similar
   - ⬭ hearing structures
   - ⬭ adaptations for diving
   - ⬭ skull shapes
   - ⬭ breeding locations

5. The word It in the passage refers to
   - ⬭ *Pakicetus*
   - ⬭ fish
   - ⬭ life
   - ⬭ ocean

Another major discovery was made in Egypt in 1989. Several skeletons of another early whale, *Basilosaurus*, were found in sediments left by the Tethys Sea and now exposed in the Sahara desert. This whale lived around 40 million years ago, 12 million years after *Pakicetus*. Many incomplete skeletons were found but they included, for the first time in an archaeocyte, a complete hind leg that features a foot with three tiny toes. Such legs would have been far too small to have supported the 50-foot-long *Basilosaurus* on land. *Basilosaurus* was undoubtedly a fully marine whale with possibly nonfunctional, or vestigial, hind legs.

6. The word exposed in the passage is closest in meaning to
   - ⬭ explained
   - ⬭ visible
   - ⬭ identified
   - ⬭ located

7. The hind leg of *Basilosaurus* was a significant find because it showed that *Basilosaurus*
   - ⬭ lived later than *Ambulocetus natans*
   - ⬭ lived at the same time as *Pakicetus*
   - ⬭ was able to swim well
   - ⬭ could not have walked on land

8. It can be inferred that *Basilosaurus* bred and gave birth in which of the following locations?
   - ⬭ On land
   - ⬭ Both on land and at sea
   - ⬭ In shallow water
   - ⬭ In a marine environment

An even more exciting find was reported in 1994, also from Pakistan. The now extinct whale *Ambulocetus natans* ("the walking whale that swam") lived in the Tethys Sea 49 million years ago. It lived around 3 million years after *Pakicetus* but 9 million before *Basilosaurus*. The fossil includes a good portion of the hind legs. The legs were strong and ended in long feet very much like those of a modern pinniped. The legs were certainly functional both on land and at sea. The whale retained a tail and lacked a fluke, the major means of locomotion in modern cetaceans. The large hind legs were used for in water. On land, where it probably bred and gave birth, *Ambulocetus* may have moved around very much like a modern sea lion. It was undoubtedly a whale that linked life on land with life at sea.

9. Why does the author use the word luckily in mentioning that the *Ambulocetus natans* fossil included hind legs?

- ⬭ Fossil legs of early whales are a rare find.
- ⬭ The legs provided important information about the evolution of cetaceans.
- ⬭ The discovery allowed scientists to reconstruct a complete skeleton of the whale.
- ⬭ Until that time, only the front legs of early whales had been discovered.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ⬭ Even though *Ambulocetus* swam by moving its body up and down, it did not have a backbone.
- ⬭ The backbone of *Ambulocetus*, which allowed it to swim, provides evidence of its missing fluke.
- ⬭ Although *Ambulocetus* had no fluke, its backbone structure shows that it swam like modern whales.
- ⬭ By moving the rear parts of their bodies up and down, modern whales swim in a different way from the way *Ambulocetus* swam.

11. The word propulsion in the passage is closest in meaning to

- ⬭ staying afloat
- ⬭ changing direction
- ⬭ decreasing weight
- ⬭ moving forward

Extinct but already fully marine cetaceans are known from the fossil record. ■ How was the gap between a walking mammal and a swimming whale bridged? ■ Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.

■ Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■ In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

12. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

This is a question that has puzzled scientists for ages.

Where would the sentence best fit?

○ Extinct but already fully marine cetaceans are known from the fossil record. **This is a question that has puzzled scientists for ages.** How was the gap between a walking mammal and a swimming whale bridged? ■ Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.
■ Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■ In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

○ Extinct but already fully marine cetaceans are known from the fossil record. ■ How was the gap between a walking mammal and a swimming whale bridged? **This is a question that has puzzled scientists for ages.** Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.
■ Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■ In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

○ Extinct but already fully marine cetaceans are known from the fossil record. ■ How was the gap between a walking mammal and a swimming whale bridged? ■ Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.
This is a question that has puzzled scientists for ages. Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■ In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

○ Extinct but already fully marine cetaceans are known from the fossil record. ■ How was the gap between a walking mammal and a swimming whale bridged? ■ Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans.
■ Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. **This is a question that has puzzled scientists for ages.** In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

13–14. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

This passage discusses fossils that help to explain the likely origins of cetaceans— whales, porpoises, and dolphins.

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-
-

Answer Choices

1. Recent discoveries of fossils have helped to show the link between land mammals and cetaceans.
2. The discovery of *Ambulocetus natans* provided evidence for a whale that lived both on land and at sea.
3. The skeleton of *Basilosaurus* was found in what had been the Tethys Sea, an area rich in fossil evidence.
4. *Pakicetus* is the oldest fossil whale yet to be found.
5. Fossils thought to be transitional forms between walking mammals and swimming whales were found.
6. *Ambulocetus*' hind legs were used for propulsion in the water.

PRACTICE SET 1 ANSWERS AND EXPLANATIONS

1. ❷ This is a Factual Information question asking for specific information that can be found in paragraph 1. Choice 2 is the best answer. It is essentially a rephrasing of the statement in paragraph 1 that blowholes cannot disguise cetaceans' affinities with other mammals. The other three choices are refuted, either directly or indirectly, by that paragraph.

2. ❶ This is an Inference question asking for information that can be inferred from paragraph 1. Choice 1 is the best answer because paragraph 1 says that sea otters are unlike early mammals whose appearances are *not* easy to imagine. By inference, then, the early appearance of sea otters must be easy (or not difficult) to imagine.

3. ❸ This is a Vocabulary question. The word being tested is *precious*. It is highlighted in the passage. The correct answer is choice 3, "valuable." Anything that is precious is very important and therefore valuable.

4. ❸ This is a Factual Information question asking for specific information that can be found in the passage. Choice 3 is the best answer. Paragraph 3 describes the differences and similarities between *Pakicetus* and modern

cetaceans. Sentence 3 of that paragraph states that their skulls are similar. The other three choices describe differences, not similarities.

5. ❶ This is a Reference question. The word being tested is *It*. That word is highlighted in the passage. This is a simple pronoun referent item. Choice 1, "*Pakicetus*" is the correct answer. The word *It* here refers to a creature that probably bred and gave birth on land. *Pakicetus* is the only one of the choices to which this could apply.

6. ❷ This is a Vocabulary question. The word being tested is *exposed*. It is highlighted in the passage. The correct answer is choice 2, "visible." *Exposed* means "uncovered." A skeleton that is uncovered can be seen. *Visible* means "can be seen."

7. ❹ This is a Factual Information question asking for specific information that can be found in the passage. Choice 4 is the best answer because it is the only detail about the skeleton of *Basilosaurus* mentioned in paragraph 4, meaning that it is significant. Choice 1 is true, but it is not discussed in the detail that choice 4 is, and does not represent the significance of the discovery. Choice 3 is not mentioned, and choice 2 is not true.

8. ❹ This is an Inference question asking for a conclusion that can be drawn from the entire passage. Choice 4 is the best answer based on the last sentence of paragraph 4, which describes *Basilosaurus* as a fully marine whale. That implies that everything it did, including breeding and giving birth, could have been done only in a marine environment.

9. ❷ This is an Inference question asking for a conclusion that can be drawn from the passage. Paragraph 5 explains that this discovery provided important information to scientists that they might not have been able to obtain without it. Therefore, you can infer that the discovery was a "lucky" one. The passage offers no support for the other choices. Therefore, choice 2 is the best answer.

10. ❸ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> The structure of the backbone shows, however, that Ambulocetus swam like modern whales by moving the rear portion of its body up and down, even though a fluke was missing.

Choice 3 is the best answer because it contains all of the essential information in the highlighted sentence. Choice 1 is not true because *Ambulocetus* did have a backbone. Choice 2 is not true because the sentence says that the backbone showed how the *Ambulocetus* swam, not that it was missing a fluke. Choice 4 is untrue because the sentence states that *Ambulocetus* and modern whales swam in the same way.

11. ❹ This is a Vocabulary question. The word being tested is *propulsion*. It is highlighted in the passage. Choice 4, "moving forward" is the best answer because it means "the action of propelling." The whale in the sentence used its hind legs to push itself forward in the water.

12. ❷ This is an Insert Text question. You can see the four black squares in paragraphs 1 and 2 that represent the possible answer choices here.

Extinct but already fully marine cetaceans are known from the fossil record. ■ How was the gap between a walking mammal and a swimming whale bridged? ■ Missing until recently were fossils clearly intermediate, or transitional, between land mammals and cetaceans. ■ Very exciting discoveries have finally allowed scientists to reconstruct the most likely origins of cetaceans. ■ In 1979, a team looking for fossils in northern Pakistan found what proved to be the oldest fossil whale.

The sentence provided is "**This is a question that has puzzled scientists for ages**." The correct place to insert it is at square 2.

The sentence that precedes square 2 is in the form of a rhetorical question, and the inserted sentence explicitly provides a response to it. None of the other sentences preceding squares is a question, so the inserted sentence cannot logically follow any one of them.

13. ❶ ❷ ❺ This is a Prose Summary question. It is completed correctly below. The correct choices are 1, 2, and 5. Choices 3, 4, and 6 are therefore incorrect.

Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

This passage discusses fossils that help to explain the likely origins of cetaceans—whales, porpoises, and dolphins.

- Recent discoveries of fossils have helped to show the link between land mammals and cetaceans.
- The discovery of *Ambulocetus natans* provided evidence for a whale that lived both on land and at sea.
- Fossils thought to be transitional forms between walking mammals and swimming whales were found.

Answer Choices

1. Recent discoveries of fossils have helped to show the link between land mammals and cetaceans.
2. The discovery of *Ambulocetus natans* provided evidence for a whale that lived both on land and at sea.
3. The skeleton of *Basilosaurus* was found in what had been the Tethys Sea, an area rich in fossil evidence.
4. *Pakicetus* is the oldest fossil whale yet to be found.
5. Fossils thought to be transitional forms between walking mammals and swimming whales were found.
6. *Ambulocetus*' hind legs were used for propulsion in the water.

Correct Choices

Choice 1, "Recent discoveries of fossils have helped to show the link between land mammals and cetaceans," is correct because it represents the major idea of the entire passage. The bulk of the passage consists of a discussion of the major discoveries (*Pakicetus, Basilosaurus*, and *Ambulocetus*) that show this link.

Choice 2, "The discovery of *Ambulocetus natans* provided evidence for a whale that lived both on land and at sea," is correct because it is one of the major discoveries cited in the passage in support of the passage's main point, that land mammals and cetaceans are related.

Choice 5, "Fossils thought to be transitional forms between walking mammals and swimming whales were found," is correct because like choice 1, this is a statement of the passage's major theme as stated in paragraph 1: these fossils were "clearly intermediate, or transitional between land mammals and cetaceans." The remainder of the passage discusses these discoveries.

Incorrect Choices

Choice 3, "The skeleton of *Basilosaurus* was found in what had been the Tethys Sea, an area rich in fossil evidence," is true, but it is a minor detail and therefore incorrect.

Choice 4, "*Pakicetus* is the oldest fossil whale yet to be found," is true, but it is a minor detail and therefore incorrect.

Choice 6, "*Ambulocetus'* hind legs were used for propulsion in the water," is true, but it is a minor detail and therefore incorrect.

DESERT FORMATION

The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desert-like conditions into areas where they did not previously exist is called **desertification**. It has been estimated that an additional one-fourth of the Earth's land surface is threatened by this process.

Desertification is accomplished primarily through the loss of stabilizing natural vegetation and the subsequent accelerated erosion of the soil by wind and water. In some cases the loose soil is blown completely away, leaving a stony surface. In other cases, the finer particles may be removed, while the sand-sized particles are accumulated to form mobile hills or ridges of sand.

Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced, consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

In some regions, the increase in desert areas is occurring largely as the result of a trend toward drier climatic conditions. Continued gradual global warming has produced an increase in aridity for some areas over the past few thousand years. The process may be accelerated in subsequent decades if global warming resulting from air pollution seriously increases.

There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

Four specific activities have been identified as major contributors to the desertification processes: overcultivation, overgrazing, firewood gathering, and overirrigation. The cultivation of crops has expanded into progressively drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land devoid of a plant cover and susceptible to wind and water erosion.

The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. This is usually followed by the drying of the soil and accelerated erosion.

Firewood is the chief fuel used for cooking and heating in many countries. The increased pressures of expanding populations have led to the removal of woody plants so that many cities and towns are surrounded by large areas completely lacking in trees and shrubs. The increasing use of dried animal waste as a substitute fuel has also hurt the soil because this valuable soil conditioner and source of plant nutrients is no longer being returned to the land.

The final major human cause of desertification is soil salinization resulting from overirrigation. Excess water from irrigation sinks down into the water table. If no drainage system exists, the water table rises, bringing dissolved salts to the surface. The water evaporates and the salts are left behind, creating a white crustal layer that prevents air and water from reaching the underlying soil.

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process. Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, though, a rigorously enforced program of land protection and cover-crop planting may make it possible to reverse the present deterioration of the surface.

The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desertlike conditions into areas where they did not previously exist is called **desertification.** It has been estimated that an additional one-fourth of the Earth's land surface is threatened by this process.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. The word threatened in the passage is closest in meaning to

- ⬭ restricted
- ⬭ endangered
- ⬭ prevented
- ⬭ rejected

Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced, consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

2. According to paragraph 3, the loss of natural vegetation has which of the following consequences for soil?

- ⬭ Increased stony content
- ⬭ Reduced water absorption
- ⬭ Increased numbers of spaces in the soil
- ⬭ Reduced water runoff

There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

3. The word delicate in the passage is closest in meaning to

- ⬭ fragile
- ⬭ predictable
- ⬭ complex
- ⬭ valuable

4. According to paragraph 5, in dry periods, border areas have difficulty

- ⬭ adjusting to stresses created by settlement
- ⬭ retaining their fertility after desertification
- ⬭ providing water for irrigating crops
- ⬭ attracting populations in search of food and fuel

Four specific activities have been identified as major contributors to the desertification processes: overcultivation, overgrazing, firewood gathering, and overirrigation. The cultivation of crops has expanded into drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops necessitates the prior removal of the natural vegetation, crop failures leave extensive tracts of land a plant cover and susceptible to wind and water erosion.

5. The word progressively in the passage is closest in meaning to

- ⬭ openly
- ⬭ impressively
- ⬭ objectively
- ⬭ increasingly

6. According to paragraph 6, which of the following is often associated with raising crops?

- ⬭ Lack of proper irrigation techniques
- ⬭ Failure to plant crops suited to the particular area
- ⬭ Removal of the original vegetation
- ⬭ Excessive use of dried animal waste

7. The phrase devoid of in the passage is closest in meaning to

- ⬭ consisting of
- ⬭ hidden by
- ⬭ except for
- ⬭ lacking in

The final major human cause of desertification is soil salinization resulting from overirrigation. Excess water from irrigation sinks down into the water table. If no drainage system exists, the water table rises, bringing dissolved salts to the surface. The water evaporates and the salts are left behind, creating a white crustal layer that prevents air and water from reaching the underlying soil.

8. According to paragraph 9, the ground's absorption of excess water is a factor in desertification because it can
   - ⬭ interfere with the irrigation of land
   - ⬭ limit the evaporation of water
   - ⬭ require more absorption of air by the soil
   - ⬭ bring salts to the surface

9. All of the following are mentioned in the passage as contributing to desertification EXCEPT
   - ⬭ soil erosion
   - ⬭ global warming
   - ⬭ insufficient irrigation
   - ⬭ the raising of livestock

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process. Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, though, a rigorously enforced program of land protection and cover-crop planting may make it possible to reverse the present deterioration of the surface.

10. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
    - ⬭ Desertification is a significant problem because it is so hard to reverse and affects large areas of land and great numbers of people.
    - ⬭ Slowing down the process of desertification is difficult because of population growth that has spread over large areas of land.
    - ⬭ The spread of deserts is considered a very serious problem that can be solved only if large numbers of people in various countries are involved in the effort.
    - ⬭ Desertification is extremely hard to reverse unless the population is reduced in the vast areas affected.

11. It can be inferred from the passage that the author most likely believes which of the following about the future of desertification?
    - ⬭ Governments will act quickly to control further desertification.
    - ⬭ The factors influencing desertification occur in cycles and will change in the future.
    - ⬭ Desertification will continue to increase.
    - ⬭ Desertification will soon occur in all areas of the world.

■ The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■ The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■ This is usually followed by the drying of the soil and accelerated erosion. ■

12. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

    This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.

    Where would the sentence best fit?

- ⬭ **This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.** The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■ The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■ This is usually followed by the drying of the soil and accelerated erosion. ■

- ⬭ ■ The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. **This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.** The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■ This is usually followed by the drying of the soil and accelerated erosion. ■

- ⬭ ■ The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■ The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. **This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.** This is usually followed by the drying of the soil and accelerated erosion. ■

- ⬭ ■ The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■ The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■ This is usually followed by the drying of the soil and accelerated erosion. **This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing.**

13–14. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

Many factors have contributed to the great increase in desertification in recent decades.

-
-
-

Answer Choices

1. Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts.
2 As periods of severe dryness have become more common, failures of a number of different crops have increased.
3. Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees leaving the land unprotected and vulnerable.
4. Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption.
5. Animal dung enriches the soil by providing nutrients for plant growth.
6. Grasses are generally the dominant type of natural vegetation in semi-arid lands.

PRACTICE SET 2 ANSWERS AND EXPLANATIONS

1. ❷ This is a Vocabulary question. The word being tested is *threatened*. It is highlighted in the passage. To threaten means to speak or act as if you will cause harm to someone or something. The object of the threat is in danger of being hurt, so the correct answer is choice 2, "endangered."

2. ❷ This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 2, reduced water absorption. The paragraph explicitly states that the reduction of vegetation greatly reduces water absorption. Choice 4, reduced water runoff, explicitly contradicts the paragraph, so it is incorrect. The "spaces in the soil" are mentioned in another context: the paragraph does not say that they increase, so choice 3 is incorrect. The paragraph does not mention choice 1.

3. ❶ This is a Vocabulary question. The word being tested is *delicate*. It is highlighted in the passage. The correct answer is choice 1, "fragile," meaning "easily broken." *Delicate* has the same meaning as "fragile."

4. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 1: border areas have difficulty "adjusting to stresses created by settlement." The paragraph says that "expanding populations," or settlement, subject border areas to "pressures," or stress, that the land may not "be able to respond to." Choice 2 is incorrect because the paragraph does not discuss "fertility" after desertification. Choice 3 is also incorrect because "irrigation" is not mentioned here. The paragraph mentions "increasing populations" but not the difficulty of "attracting populations," so choice 4 is incorrect.

5. ❹ This is a Vocabulary question. The word being tested is *progressively*. It is highlighted in the passage. The correct answer is choice 4, "increasingly." *Progressively* as it is used here means "more," and "more" of something means that it is increasing.

6. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 3, "removal of the original vegetation." Sentence 4 of this paragraph says that "the raising of most crops necessitates the prior removal of the natural vegetation," an explicit statement of answer choice 3. Choice 1, lack of proper irrigation techniques, is incorrect because the paragraph mentions only "overirrigation" as a cause of desertification. No irrigation "techniques" are discussed. Choices 2 and 4, failure to plant suitable crops and use of animal waste, are not discussed.

7. ❹ This is a Vocabulary question. A phrase is being tested here, and all of the answer choices are phrases. The phrase is "devoid of." It is highlighted in the passage. "Devoid of" means "without," so the correct answer is choice 4, "lacking in." If you lack something, that means you are without that thing.

8. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 9. The correct answer is choice 4, "bring salts to the surface." The paragraph says that the final human cause of desertification is salinization resulting from overirrigation. The paragraph goes on to say that the overirrigation causes the water table to rise, bringing salts to the surface. There is no mention of the process "interfering" with or "limiting" irrigation, or of the "amount of air" the soil is required to absorb, so choices 1, 2, and 3 are all incorrect.

9. ❸ This is a Negative Factual Information question asking for specific information that can be found in the passage. Choice 3, "insufficient irrigation," is the correct answer. Choice 1, "soil erosion," is explicitly mentioned in paragraph 2 as one of the primary causes of desertification, so it is not the correct answer. Choice 2, "global warming," is mentioned as a cause of desertification in paragraph 4, so it is incorrect. Choice 4, "raising of livestock," is described in paragraph 7 as another cause of desertification, so it is incorrect. The passage includes excessive irrigation as a cause of desertification, but not its opposite, insufficient irrigation, so that is the correct answer.

10. ❶ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process.

The correct answer is choice 1. That choice contains all of the **essential** information in the highlighted sentence and does not change its meaning. The only substantive difference between choice 1 and the tested sentence is the order in which the information is presented. Two clauses in the highlighted sentence, "The great difficulty of reversing the process" and "the numbers of people affected," have simply been reversed; no meaning has been changed, and no information has been removed. Choices 2, 3, and 4 are all incorrect because they change the meaning of the highlighted sentence.

11. ❸ This is an Inference question asking for an inference that can be supported by the passage. The correct answer is choice 3; the passage suggests that the author believes "Desertification will continue to increase." The last paragraph of the passage says that slowing or reversing the erosion process will be very difficult, but that it **may** occur in those areas that are not too affected already if rigorously enforced anti-erosion processes are implemented. Taken together, this suggests that the author is not confident this will happen; therefore, it can be inferred that he thinks erosion will continue. The passage provides no basis for inferring choices 1, 2, or 4.

12. ❷ This is an Insert Text question. You can see the four black squares in paragraph 7 that represent the possible answer choices here:

■ The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. ■ The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. ■ This is usually followed by the drying of the soil and accelerated erosion. ■

The sentence provided, "**This economic reliance on livestock in certain regions makes large tracts of land susceptible to overgrazing**," is best inserted at Square 2. The inserted sentence refers explicitly to relying on "livestock in certain regions." Those regions are the ones described in the sentence preceding square 2, which states that raising livestock is "a major economic activity in semiarid lands." The inserted sentence then explains that this reliance "makes large tracts of land susceptible to overgrazing." The sentence that follows square 2 goes on to say that "The consequences of an excessive number of livestock grazing in an area are . . ." Thus, the inserted sentence contains references to both the sentence before square 2 and the sentence after square 2. This is not true of any of the other possible insert points, so square 2 is correct.

13. ❶ ❸ ❹ This is a Prose Summary question. It is completed correctly below. The correct choices are 1, 3, and 4. Choices 2, 5, and 6 are therefore incorrect.

Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

Many factors have contributed to the great increase in desertification in recent decades.

- Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts.
- Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees, leaving the land unprotected and vulnerable.
- Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption.

Answer Choices

1. Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts.
2 As periods of severe dryness have become more common, failures of a number of different crops have increased.
3. Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees leaving the land unprotected and vulnerable.
4. Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption.
5. Animal dung enriches the soil by providing nutrients for plant growth.
6. Grasses are generally the dominant type of natural vegetation in semi-arid lands.

Correct Choices

Choice 1, "Growing human populations and the agricultural demands that come with such growth have upset the ecological balance in some areas and led to the spread of deserts," is correct because it is a recurring theme in the passage, one of the main ideas. Paragraphs 5, 6, 7, and 9 all provide details in support of this statement.

Choice 3, "Excessive numbers of cattle and the need for firewood for fuel have reduced grasses and trees, leaving the land unprotected and vulnerable," is correct because these are two of the human activities that are major causes of desertification. The causes of desertification is the main theme of the passage. Paragraphs 6, 7, and 8 are devoted to describing how these activities contribute to desertification.

Choice 4, "Extensive irrigation with poor drainage brings salt to the surface of the soil, a process that reduces water and air absorption," is correct because it is another of the human activities that is a major cause of desertification, the main theme of the passage. Paragraph 6 mentions this first, then all of paragraph 9 is devoted to describing how this activity contributes to desertification.

Incorrect Choices

Choice 2, "As periods of severe dryness have become more common, failures of a number of different crops have increased," is incorrect because it is a supporting detail, not a main idea of the passage.

Choice 5, "Animal dung enriches the soil by providing nutrients for plant growth," is incorrect because it is contradicted by paragraph 8 of the passage.

Choice 6, "Grasses are generally the dominant type of natural vegetation in semiarid lands," is incorrect because it is a minor detail, mentioned once in passing in paragraph 7.

EARLY CINEMA

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial "peepshow" format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison's peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly $1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately $10 to $15 each). He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him instead of several.

Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to

audiences or by accompanying them with lectures, their creative control remained limited. What audiences came to see was the technological marvel of the movies; the lifelike reproduction of the commonplace motion of trains, of waves striking the shore, and of people walking in the street; and the magic made possible by trick photography and the manipulation of the camera.

With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. It suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at expanded from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

The cinema did not emerge as a form of mass consumption until its technology evolved from the initial "peepshow" format to the point where images were projected on a screen in a darkened theater. In the peepshow format, a film was viewed through a small opening in a machine that was created for that purpose. Thomas Edison's peepshow device, the Kinetoscope, was introduced to the public in 1894. It was designed for use in Kinetoscope parlors, or arcades, which contained only a few individual machines and permitted only one customer to view a short, 50-foot film at any one time. The first Kinetoscope parlors contained five machines. For the price of 25 cents (or 5 cents per machine), customers moved from machine to machine to watch five different films (or, in the case of famous prizefights, successive rounds of a single fight).

Directions: *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 1, all of the following were true of viewing films in Kinetoscope parlors EXCEPT:

○ One individual at a time viewed a film.
○ Customers could view one film after another.
○ Prizefights were the most popular subjects for films.
○ Each film was short.

These Kinetoscope arcades were modeled on phonograph parlors, which had proven successful for Edison several years earlier. In the phonograph parlors, customers listened to recordings through individual ear tubes, moving from one machine to the next to hear different recorded speeches or pieces of music. The Kinetoscope parlors functioned in a similar way. Edison was more interested in the sale of Kinetoscopes (for roughly $1,000 apiece) to these parlors than in the films that would be run in them (which cost approximately $10 to $15 each). He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him instead of several.

2. The author discusses phonograph parlors in paragraph 2 in order to

- ⬭ explain Edison's financial success
- ⬭ describe the model used to design Kinetoscope parlors
- ⬭ contrast their popularity to that of Kinetoscope parlors
- ⬭ illustrate how much more technologically advanced Kinetoscope parlors were

3. Which of the sentences below best expresses the essential information in the highlighted sentence from the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- ⬭ Edison was more interested in developing a variety of machines than in developing a technology based on only one.
- ⬭ Edison refused to work on projection technology because he did not think exhibitors would replace their projectors with newer machines.
- ⬭ Edison did not want to develop projection technology because it limited the number of machines he could sell.
- ⬭ Edison would not develop projection technology unless exhibitors agreed to purchase more than one projector from him.

Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience.

4. The word readily in the passage is closest in meaning to
- frequently
- easily
- intelligently
- obviously

5. The word assistance in the passage is closest in meaning to
- criticism
- leadership
- help
- approval

With the advent of projection in 1895–1896, motion pictures became the ultimate form of mass consumption. Previously, large audiences had viewed spectacles at the theater, where vaudeville, popular dramas, musical and minstrel shows, classical plays, lectures, and slide-and-lantern shows had been presented to several hundred spectators at a time. But the movies differed significantly from these other forms of entertainment, which depended on either live performance or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program.

6. According to paragraph 4, how did the early movies differ from previous spectacles that were presented to large audiences?
- They were a more expensive form of entertainment.
- They were viewed by larger audiences.
- They were more educational.
- They did not require live entertainers.

[redacted]

Although early exhibitors regularly accompanied movies with live acts, the substance of the movies themselves is mass-produced, prerecorded material that can easily be reproduced by theaters with little or no active participation by the exhibitor. Even though early exhibitors shaped their film programs by mixing films and other entertainments together in whichever way they thought would be most attractive to audiences or by accompanying them with lectures, their creative control remained limited. What audiences came to see was the technological marvel of the movies; the lifelike reproduction of the commonplace motion of trains, of waves striking the shore, and of people walking in the street; and the magic made possible by trick photography and the manipulation of the camera.

7. According to paragraph 5, what role did early exhibitors play in the presentation of movies in theaters?

- ⬭ They decided how to combine various components of the film program.
- ⬭ They advised film-makers on appropriate movie content.
- ⬭ They often took part in the live-action performances.
- ⬭ They produced and prerecorded the material that was shown in the theaters.

[redacted]

With the advent of projection, the viewer's relationship with the image was no longer private, as it had been with earlier peepshow devices such as the Kinetoscope and the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid. suddenly became public—an experience that the viewer shared with dozens, scores, and even hundreds of others. At the same time, the image that the spectator looked at from the minuscule peepshow dimensions of 1 or 2 inches (in height) to the life-size proportions of 6 or 9 feet.

8. Which of the following is mentioned in paragraph 6 as one of the ways the Mutoscope differed from the Kinetoscope?

- ⬭ Sound and motion were simultaneously produced in the Mutoscope.
- ⬭ More than one person could view the images at the same time with the Mutoscope.
- ⬭ The Mutoscope was a less sophisticated earlier prototype of the Kinetoscope.
- ⬭ A different type of material was used to produce the images used in the Mutoscope.

9. The word It in the passage refers to

- ⬭ the advent of projection
- ⬭ the viewer's relationship with the image
- ⬭ a similar machine
- ⬭ celluloid

10. According to paragraph 6, the images seen by viewers in the earlier peepshows, compared to the images projected on the screen, were relatively

- ⬭ small in size
- ⬭ inexpensive to create
- ⬭ unfocused
- ⬭ limited in subject matter

11. The word expanded in the passage is closest in meaning to

- ⬭ was enlarged
- ⬭ was improved
- ⬭ was varied
- ⬭ was rejected

■ Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■ About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■ These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

12. Look at the four squares ■ that indicate where the following sentence can be added to the passage.

When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as "Edison's latest marvel, the Vitascope."

Where would the sentence best fit?

○ **When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as "Edison's latest marvel, the Vitascope."** Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■ About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■ These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

○ ■ Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. **When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as "Edison's latest marvel, the Vitascope."** About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■ These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

○ ■ Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■ About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as

Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. **When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as "Edison's latest marvel, the Vitascope."** These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

⬭ ■ Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■ About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■ These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. **When this widespread use of projection technology began to hurt his Kinetoscope business, Edison acquired a projector developed by Armat and introduced it as "Edison's latest marvel, the Vitascope."**

13–14. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

The technology for modern cinema evolved at the end of the nineteenth century.

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Answer Choices

1. Kinetoscope parlors for viewing films were modeled on phonograph parlors.
2. Thomas Edison's design of the Kinetoscope inspired the development of large screen projection.
3. Early cinema allowed individuals to use special machines to view films privately.
4. Slide-and-lantern shows had been presented to audiences of hundreds of spectators.
5. The development of projection technology made it possible to project images on a large screen.
6. Once film images could be projected, the cinema became a form of mass consumption.

PRACTICE SET 3 ANSWERS AND EXPLANATIONS

1. ❸ This is a Negative Factual Information question asking for specific information that can be found in paragraph 1. Choice 3 is the correct answer. The paragraph does mention that one viewer at a time could view the films (choice 1), that films could be viewed one after another (choice 2), and that films were short (choice 4). Prizefights are mentioned as one subject of these short films, but not necessarily the most popular one.

2. ❷ This is a Rhetorical Purpose question. It asks why the author mentions "phonograph parlors" in paragraph 2. The correct answer is choice 2. The author is explaining why Edison designed his arcades like phonograph parlors; that design had been successful for him in the past. The paragraph does not mention the phonograph parlors to explain Edison's financial success, so choice 1 is incorrect. The paragraph does not directly discuss the situations described in choices 3 and 4, so those answers too are incorrect.

3. ❸ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> He refused to develop projection technology, reasoning that if he made and sold projectors, then exhibitors would purchase only one machine—a projector—from him, instead of several.

   The correct answer is choice 3. That choice contains all of the **essential** ideas in the highlighted sentence. It is also the only choice that does not change the meaning of the sentence. Choice 1 says that Edison was more interested in developing a variety of machines, which is not true. Choice 2 says that the reason Edison refused to work on projection technology was that exhibitors would never replace the projectors. That also is not true; the highlighted sentence implies that he refused to do this because he wanted exhibitors to buy several Kinetoscope machines at a time instead of a single projector. Choice 4 says that Edison refused to develop projection technology unless exhibitors agreed to purchase more that one projector from him. The highlighted sentence actually says that Edison had already reasoned or concluded that exhibitors would not buy more than one, so choice 4 is a change in essential meaning.

4. ❷ This is a Vocabulary question. The word being tested is *readily*. It is highlighted in the passage. *Readily* means "easily," so choice 2 is the correct answer. The other choices do not fit in the context of the sentence.

5. ❸ This is a Vocabulary question. The word being tested is *assistance*. It is highlighted in the passage. An assistant is a person who helps a leader, so choice 3, "help," is the correct answer.

6. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 4. Early movies were different from previous spectacles because they did not require live actors. The paragraph states (emphasis added):

"But the movies differed significantly from these other forms of entertainment, which depended on either **live performance** or (in the case of the slide-and-lantern shows) the active involvement of a master of ceremonies who assembled the final program."

So the fact that previous spectacles depended on live performances is explicitly stated as one of the ways (but not the only way) that those earlier entertainments differed from movies. The other answer choices are not mentioned in the paragraph.

7. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 1, "They decided how to combine various components of the film program," because that idea is stated explicitly in the paragraph:

"Early exhibitors shaped their film programs by mixing films and other entertainments together."

The other choices, while possibly true, are not explicitly mentioned in the paragraph as being among the exhibitors' roles.

8. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 4, "A different type of material was used to produce the images used in the Mutoscope." The paragraph says that these machines were very similar but that they differed in one particular way:

". . . the Mutoscope, which was a similar machine that reproduced motion by means of successive images on individual photographic cards instead of on strips of celluloid."

9. ❷ This is a Reference question. The word being tested is *It*. That word is highlighted in the passage. Choice 2, "the viewer's relationship with the image," is the correct answer. This is a simple-pronoun referent item. The sentence says that "It" suddenly became "public," which implies that whatever "It" is, it was formerly private. The paragraph says that the "viewer's relationship to the image was no longer private," so that relationship is the "It" referred to here.

10. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 1. The paragraph says that the images expanded from an inch or two to life-size proportions, so "small in size" must be correct. The paragraph does not mention the other choices.

11. ❶ This is a Vocabulary question. The word being tested is *expanded*. It is highlighted in the passage. Choice 1, "was enlarged," is the correct answer. If something *expanded*, it grew or got bigger. "Enlarged" also means "grew or got bigger."

12. ❹ This is an Insert Text question. You can see the four black squares in paragraph 3 that represent the possible answer choices here.

■ Exhibitors, however, wanted to maximize their profits, which they could do more readily by projecting a handful of films to hundreds of customers at a time (rather than one at a time) and by charging 25 to 50 cents admission. ■ About a year after the opening of the first Kinetoscope parlor in 1894, showmen such as Louis and Auguste Lumière, Thomas Armat and Charles Francis Jenkins, and Orville and Woodville Latham (with the assistance of Edison's former assistant, William Dickson) perfected projection devices. ■ These early projection devices were used in vaudeville theaters, legitimate theaters, local town halls, makeshift storefront theaters, fairgrounds, and amusement parks to show films to a mass audience. ■

The inserted sentence fits best at square 4 because it represents the final result of the general use of projectors. After projectors became popular, Edison lost money, and although he had previously refused to develop projection technology, now he was forced to do so. To place the sentence anyplace else would interrupt the logical narrative sequence of the events described. None of the sentences in this paragraph can logically follow the inserted sentence, so squares 1, 2, and 3 are all incorrect.

13. ❸ ❺ ❻ This is a Prose Summary question. It is completed correctly below. The correct choices are 3, 5, and 6. Choices 1, 2, and 4 are therefore incorrect.

Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

The technology for modern cinema evolved at the end of the nineteenth century.

- Early cinema allowed individuals to use special machines to view films privately.
- The development of projection technology made it possible to project images on a large screen.
- Once film images could be projected, the cinema became a form of mass consumption.

Answer Choices

1. Kinetoscope parlors for viewing films were modeled on phonograph parlors.
2. Thomas Edison's design of the Kinetoscope inspired the development of large screen projection.
3. Early cinema allowed individuals to use special machines to view films privately.
4. Slide-and-lantern shows had been presented to audiences of hundreds of spectators.
5. The development of projection technology made it possible to project images on a large screen.
6. Once film images could be projected, the cinema became a form of mass consumption.

Correct Choices

Choice 3, "Early cinema allowed individuals to use special machines to view films privately, "is correct because it represents one of the chief differences between Kinetoscope and projection viewing. This idea is discussed at several places in the passage. It is mentioned in paragraphs 1, 3, 4, and 6. Thus it is a basic, recurring theme of the passage and, as such, a "major idea."

Choice 5, "The development of projection technology made it possible to project images on a large screen," is correct because this is a major idea that is developed in paragraphs 3, 4, 5, and 6. This development was essentially the reason that the cinema "emerged as a form of mass consumption."

Choice 6, "Once film images could be projected, the cinema became a form of mass consumption," is correct because it represents the primary theme of the passage. It is explicitly stated in the passage's opening sentence; then the remainder of the passage describes that evolution.

Incorrect Choices

Choice 1, "Kinetoscope parlors for viewing films were modeled on phonograph parlors," is incorrect because, while true, it is a minor detail. The Kinetoscope parlors are described in paragraph 2, but the fact that they were modeled on phonograph parlors is not central to the "evolution" of cinema.

Choice 2, "Thomas Edison's design of the Kinetoscope inspired the development of large screen projection," is incorrect because it is not clear that it is true, based on the passage. While it may be inferred from paragraph 3 that the Kinetoscope inspired the development of large screen projection, it seems more likely that the pursuit of greater profits is what really inspired large screen projection development. Since this answer is not clearly supported in the passage, it cannot be considered a "main idea" and is incorrect.

Choice 4, "Slide-and-lantern shows had been presented to audiences of hundreds of spectators," is incorrect because it is a minor detail, mentioned only once in paragraph 4 as part of a larger list of theatrical spectacles.

AGGRESSION

When one animal attacks another, it engages in the most obvious example of aggressive behavior. Psychologists have adopted several approaches to understanding aggressive behavior in people.

The Biological Approach. Numerous biological structures and chemicals appear to be involved in aggression. One is the hypothalamus, a region of the brain. In response to certain stimuli, many animals show instinctive aggressive reactions. The hypothalamus appears to be involved in this inborn reaction pattern: electrical stimulation of part of the hypothalamus triggers stereotypical aggressive behaviors in many animals. In people, however, whose brains are more complex, other brain structures apparently moderate possible instincts.

An offshoot of the biological approach called *sociobiology* suggests that aggression is natural and even desirable for people. Sociobiology views much social behavior, including aggressive behavior, as genetically determined. Consider Darwin's theory of evolution. Darwin held that many more individuals are produced than can find food and survive into adulthood. A struggle for survival follows. Those individuals who possess characteristics that provide them with an advantage in the struggle for existence are more likely to survive and contribute their genes to the next generation. In many species, such characteristics include aggressiveness. Because aggressive individuals are more likely to survive and reproduce, whatever genes are linked to aggressive behavior are more likely to be transmitted to subsequent generations.

The sociobiological view has been attacked on numerous grounds. One is that people's capacity to outwit other species, not their aggressiveness, appears to be the dominant factor in human survival. Another is that there is too much variation among people to believe that they are dominated by, or at the mercy of, aggressive impulses.

The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. The Freudian perspective, in a sense, sees us as "steam engines." By holding in rather than venting "steam," we set the stage for future explosions. Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

According to psychodynamic theory, the best ways to prevent harmful aggression may be to encourage less harmful aggression. In the steam-engine analogy, verbal aggression may vent some of the aggressive steam. So might cheering on one's favorite sports team. Psychoanalysts, therapists adopting a psychodynamic approach, refer to the venting of aggressive impulses as "catharsis."[1] Catharsis is theorized to be a safety valve. But research findings on the usefulness of catharsis are mixed. Some

studies suggest that catharsis leads to reductions in tension and a lowered likelihood of future aggression. Other studies, however, suggest that letting some steam escape actually encourages more aggression later on.

The Cognitive Approach. Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. For example, people who believe that aggression is necessary and justified—as during wartime—are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but *not* automatically. Cognitive factors intervene. People *decide* whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives. Supporting evidence comes from research showing that aggressive people often distort other people's motives. For example, they assume that other people mean them harm when they do not.

[1] Catharsis: In psychodynamic theory, the purging of strong emotions or the relieving of tensions.

The Biological Approach. Numerous biological structures and chemicals appear to be involved in aggression. One is the hypothalamus, a region of the brain. In response to certain stimuli, many animals show instinctive aggressive reactions. The hypothalamus appears to be involved in this inborn reaction pattern: electrical stimulation of part of the hypothalamus triggers stereotypical aggressive behaviors in many animals. In people, however, whose brains are more complex, other brain structures apparently moderate possible instincts.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 2, what evidence indicates that aggression in animals is related to the hypothalamus?

- ⬭ Some aggressive animal species have a highly developed hypothalamus.
- ⬭ Electrical stimulation of the hypothalamus delays animals' inborn reaction patterns.
- ⬭ Animals behaving aggressively show increased activity in the hypothalamus.
- ⬭ Animals who lack a hypothalamus display few aggressive tendencies.

An offshoot of the biological approach called *sociobiology* suggests that aggression is natural and even desirable for people. Sociobiology views much social behavior, including aggressive behavior, as genetically determined. Consider Darwin's theory of evolution. Darwin held that many more individuals are produced than can find food and survive into adulthood. A struggle for survival follows. Those individuals who possess characteristics that provide them with an advantage in the struggle for existence are more likely to survive and contribute their genes to the next generation. In many species, such characteristics include aggressiveness. Because aggressive individuals are more likely to survive and reproduce, whatever genes are linked to aggressive behavior are more likely to be transmitted to subsequent generations.

2. According to Darwin's theory of evolution, members of a species are forced to struggle for survival because

- ⬭ not all individuals are skilled in finding food
- ⬭ individuals try to defend their young against attackers
- ⬭ many more individuals are born than can survive until the age of reproduction
- ⬭ individuals with certain genes are more likely to reach adulthood

The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. The Freudian perspective, in a sense, sees us as "steam engines." By holding in rather than venting "steam," we set the stage for future explosions. Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

3. The word inevitable in the passage is closest in meaning to

- ⬭ unavoidable
- ⬭ regrettable
- ⬭ controllable
- ⬭ unsuitable

4. The word gratify in the passage is closest in meaning to

- ⬭ identify
- ⬭ modify
- ⬭ satisfy
- ⬭ simplify

5. The word they in the passage refers to

- ⬭ future explosions
- ⬭ pent-up aggressive impulses
- ⬭ outlets
- ⬭ indirect ways

6. According to paragraph 5, Freud believed that children experience conflict between a desire to vent aggression on their parents and

- ⬭ a frustration that their parents do not give them everything they want
- ⬭ a fear that their parents will punish them and stop loving them
- ⬭ a desire to take care of their parents
- ⬭ a desire to vent aggression on other family members

7. Freud describes people as steam engines in order to make the point that people

- ⬭ deliberately build up their aggression to make themselves stronger
- ⬭ usually release aggression in explosive ways
- ⬭ must vent their aggression to prevent it from building up
- ⬭ typically lose their aggression if they do not express it

[redacted]

The Cognitive Approach. Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice. [illegible]

[redacted]

One cognitive theory suggests that aggravating and painful events trigger unpleasant feelings. These feelings, in turn, can lead to aggressive action, but *not* automatically. Cognitive factors intervene. People *decide* whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives. Supporting evidence comes from research showing that aggressive people often [illegible] other people's motives. For example, they assume that other people mean them harm when they do not.

8. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- ⬭ People who believe that they are fighting a just war act aggressively while those who believe that they are fighting an unjust war do not.
- ⬭ People who believe that aggression is necessary and justified are more likely to act aggressively than those who believe differently.
- ⬭ People who normally do not believe that aggression is necessary and justified may act aggressively during wartime.
- ⬭ People who believe that aggression is necessary and justified do not necessarily act aggressively during wartime.

9. According to the cognitive approach described in paragraphs 7 and 8, all of the following may influence the decision whether to act aggressively EXCEPT a person's

- ⬭ moral values
- ⬭ previous experiences with aggression
- ⬭ instinct to avoid aggression
- ⬭ beliefs about other people's intentions

10. The word distort in the passage is closest in meaning to

- ⬭ mistrust
- ⬭ misinterpret
- ⬭ criticize
- ⬭ resent

The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. ■ Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. ■ The Freudian perspective, in a sense, sees us as "steam engines." ■ By holding in rather than venting "steam," we set the stage for future explosions. ■ Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

11. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

    According to Freud, however, impulses that have been repressed continue to exist and demand expression.

    Where would the sentence best fit?

○ **The Psychodynamic Approach.** Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. **According to Freud, however, impulses that have been repressed continue to exist and demand expression.** Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. ■ The Freudian perspective, in a sense, sees us as "steam engines." ■ By holding in rather than venting "steam," we set the stage for future explosions. ■ Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

○ **The Psychodynamic Approach.** Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. ■ Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. **According to Freud, however, impulses that have been repressed continue to exist and demand expression.** The Freudian perspective, in a sense, sees us as "steam engines." ■ By holding in rather than venting "steam," we set the stage for future explosions. ■ Pent-up aggressive impulses demand outlets. They may be expressed toward parents in

indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

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12. **Directions:** *Complete the table below by matching five of the six answer choices with the approach to aggression that they exemplify.* **This question is worth 3 points.**

Approach to Understanding Aggression	Associated Claims
Biological Approach	● ____________________
Psychodynamic Approach	● ____________________
	● ____________________
Cognitive Approach	● ____________________
	● ____________________

Answer Choices

1. Aggressive impulses toward people are sometimes expressed in indirect ways.
2. Aggressiveness is often useful for individuals in the struggle for survival.
3. Aggressive behavior may involve a misunderstanding of other people's intentions.
4. The need to express aggressive impulses declines with age.
5. Acting aggressively is the result of a choice influenced by a person's values and beliefs.
6. Repressing aggressive impulses can result in aggressive behavior.

PRACTICE SET 4 ANSWERS AND EXPLANATIONS

1. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice 3. The question asks specifically for "evidence that indicates that aggression in animals is related to the hypothalamus." Answer choice 1 is not supported by the passage. It does not discuss more and less aggressive species or relative development of the hypothalamus. Answer choice 2 contradicts the passage. Electrical stimulation of the hypothalamus causes the instinctive reaction of aggression, it does not delay it. Answer choice 4 is incorrect because the passage does not cite as evidence, or even mention, the removal of the hypothalamus.

2. ❸ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 3, "many more individuals are born than can survive until the age of reproduction." This answer choice is essentially a paraphrase of paragraph 3, sentence 4: "Darwin held that many more individuals are produced than can find food and survive into adulthood." Choices 1 and 2 are not mentioned at all. Choice 4 may be true, but it is not stated in the passage as a fact; an inference is needed to support it.

3. ❶ This is a Vocabulary question. The word being tested is *inevitable*. It is highlighted in the passage. The correct answer is choice 1, "unavoidable." If something is *inevitable*, that means that it will occur no matter what; in other words, it is unavoidable.

4. ❸ This is a Vocabulary question. The word being tested is *gratify*. It is highlighted in the passage. The correct answer is choice 3, "satisfy." If a person's desires are gratified, those desires are fulfilled. Thus the person is satisfied.

5. ❷ This is a Reference question. The word being tested is *they*. It is highlighted in the passage. The correct answer is choice 2, "pent-up aggressive impulses." This is a simple pronoun-referent item. The word *they* here refers to something that "may be expressed toward strangers later in life." This is the "outlet" toward which the "aggressive impulses" mentioned may be directed.

6. ❷ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 2, "a fear that their parents will punish them and stop loving them." The question asks what causes the conflict between the desire to vent aggression and children's fears. The answer is found in paragraph 5 in the sentence that reads, "Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses." Answer choice 2 is the only choice that correctly identifies the cause of the conflict created by repressing aggression in children.

7. ❸ This is a Rhetorical Purpose question. It asks you why the author mentions that Freud described people as "steam engines" in the passage. The phrase being tested is highlighted in the passage. The correct answer is choice 3, "must vent their aggression to prevent it from building up." Steam engines will explode if their steam builds up indefinitely. The same is true of people, as choice 3 indicates. The other choices are not necessarily true of both people and steam engines, so they are incorrect.

8. ❷ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> For example, people who believe that aggression is necessary and justified—as during wartime-are likely to act aggressively, whereas people who believe that a particular war or act of aggression is unjust, or who think that aggression is never justified, are less likely to behave aggressively.

The correct answer is choice 2. It contains all of the essential information in the highlighted sentence. The highlighted sentence compares people who believe particular acts of aggression are necessary and those who don't, in terms of their relative likelihood to act aggressively under certain conditions. This is precisely what choice 2 says: "People who believe that aggression is necessary and justified are more likely to act aggressively than those who believe differently." It compares the behavior of one type of person to that of another type of person. Nothing essential has been left out, and the meaning has not been changed.

Choice 1 changes the meaning of the sentence; it says categorically that "those (people) who believe that they are fighting an unjust war do not (act aggressively)." The highlighted sentence merely says that such people are "less likely" to act aggressively, not that they never will; this changes the meaning.

Choice 3 says, "People who normally do not believe that aggression is necessary and justified may act aggressively during wartime." This is incorrect because it leaves out critical information: it does not mention people who do believe aggression is necessary. This choice does not make the same comparison as the highlighted sentence.

Choice 4, "People who believe that aggression is necessary and justified do not necessarily act aggressively during wartime," also changes the meaning of the sentence by leaving out essential information. In this choice, no mention is made of people who do not believe aggression is necessary. This choice does not make the same comparison as the highlighted sentence.

9. ❸ This is a Negative Factual Information question asking for specific information that can be found in paragraphs 7 and 8. Choice 3 is the correct answer.

Choice 1, "moral values," is explicitly mentioned as one of the influences on aggressive behavior, so it is incorrect. Choices 2 ("previous experiences") and 4 ("beliefs about other people") are both explicitly mentioned in this context. The sentence in paragraph 8 says, "People decide whether they will act aggressively or not on the basis of factors such as their experiences with aggression and their interpretation of other people's motives." Choice 3, the "instinct to avoid aggression,“ is not mentioned, so it is the correct answer here.

10. ❷ This is a Vocabulary question. The word being tested is *distort*. It is highlighted in the passage. The correct answer is choice 2, "misinterpret." To distort other people's motives is to twist them, or view them incorrectly and thereby not understand them properly. Something that is not understood properly is misinterpreted.

11. ❷ This is an Insert Text question. You can see the four black squares in paragraph 5 that represent the possible answer choices here.

The Psychodynamic Approach. Theorists adopting the psychodynamic approach hold that inner conflicts are crucial for understanding human behavior, including aggression. Sigmund Freud, for example, believed that aggressive impulses are inevitable reactions to the frustrations of daily life. Children normally desire to vent aggressive impulses on other people, including their parents, because even the most attentive parents cannot gratify all of their demands immediately. ■ Yet children, also fearing their parents' punishment and the loss of parental love, come to repress most aggressive impulses. ■ The Freudian perspective, in a sense, sees us as "steam engines." ■ By holding in rather than venting "steam," we set the stage for future explosions. ■

Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture, or they may be expressed toward strangers later in life.

The sentence provided, "According to Freud, however, impulses that have been repressed continue to exist and demand expression," is best inserted at square 2.

Square 2 is correct because the sentence being inserted is a connective sentence, connecting the idea of childhood repression in the preceding sentence to the "Freudian perspective" in the sentence that follows. The use of the word however in this sentence indicates that an idea already introduced (the repression of children's aggressive impulses) is being modified. Here, the inserted sentence tells us that Freud thought that even though these impulses are repressed, they continue to exist. This serves as a connection to the next sentence and the "Freudian perspective." Inserting the sentence at square 1 would place the modification ("however, impulses . . . continue to exist") before the idea that it modifies (repression of impulses). This makes no logical sense. Inserting the sentence at square 3 would move the modifying sentence away from its logical position immediately following the idea that it modifies (repression of impulses). Placing the insert sentence at square 4 moves the sentence farther from its logical antecedent and has no connection to the sentence that follows it.

12. This is a Fill in a Table question. It is completed correctly below. Choice 2 is the correct answer for the "Biological Approach" row. Choices 1 and 6 are the correct answers for the "Psychodynamic Approach" row. Choices 3 and 5 are the correct answers for the "Cognitive Approach" row. Choice 4 should not be used in any row.

Directions: *Complete the table below by matching five of the six answer choices with the approach to aggression that they exemplify.* **This question is worth 3 points.**

Approach to Understanding Aggression	Associated Claims
Biological Approach	● Aggressiveness is often useful for individuals in the struggle for survival.
Psychodynamic Approach	● Aggressive impulses toward people are sometimes expressed in indirect ways. ● Repressing aggressive impulses can result in aggressive behavior.
Cognitive Approach	● Aggressive behavior may involve a misunderstanding of other people's intentions. ● Acting aggressively is the result of a choice influenced by a person's values and beliefs.

Answer Choices

1. Aggressive impulses toward people are sometimes expressed in indirect ways.
2. Aggressiveness is often useful for individuals in the struggle for survival.
3. Aggressive behavior may involve a misunderstanding of other people's intentions.
4. The need to express aggressive impulses declines with age.
5. Acting aggressively is the result of a choice influenced by a person's values and beliefs.
6. Repressing aggressive impulses can result in aggressive behavior.

Correct Choices

Choice 1: "Aggressive impulses toward people are sometimes expressed in indirect ways" belongs in the Psychodynamic Approach row based on paragraph 5. That paragraph, in explaining the Psychodynamic Approach, states that "Pent-up aggressive impulses demand outlets. They may be expressed toward parents in indirect ways such as destroying furniture . . ."

Choice 2: "Aggressiveness is often useful for individuals in the struggle for survival" belongs in the Biological Approach row because, as stated in paragraph 3, "An offshoot of the biological approach called *sociobiology* suggests that aggression is natural and even desirable for people." The remainder of that paragraph explains the ways in which aggressive behavior can be useful in the struggle for survival. Neither of the other approaches discusses this idea, so this answer choice belongs here.

Choice 3: "Aggressive behavior may involve a misunderstanding of other people's intentions" belongs in the Cognitive Approach row based on paragraph 8. The theme of that paragraph is that people decide to be aggressive (or not) largely based upon their interpretations of other people's motives. It goes on to say that these interpretations may be "distorted," or misunderstood. Accordingly, this answer choice belongs in this row.

Choice 5: "Acting aggressively is the result of a choice influenced by a person's values and beliefs" belongs in the Cognitive Approach row based on paragraph 7 which states, "Cognitive psychologists assert that our behavior is influenced by our values, by the ways in which we interpret our situations, and by choice." Thus, this is an important aspect of the cognitive approach.

Choice 6: "Repressing aggressive impulses can result in aggressive behavior" belongs in the Psychodynamic Approach row based on paragraphs 5 and 6. Both of those paragraphs explicitly make this point in the section of the passage on the Psychodynamic Approach.

Incorrect Choice

Choice 4: "The need to express aggressive impulses declines with age" is not mentioned in connection with any of the approaches to aggression discussed in the passage, so it should not be used.

ARTISANS AND INDUSTRIALIZATION

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior. Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, disrupted the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell—just as though we are so many living machines." With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike* or engage in collective action. And skilled craftworkers, who spearheaded the union movement, did not feel a particularly

strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics. For them, the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

*strike: a stopping of work that is organized by workers

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. Which of the following can be inferred from the passage about articles manufactured before 1815?

○ They were primarily produced by women.
○ They were generally produced in shops rather than in homes.
○ They were produced with more concern for quality than for speed of production.
○ They were produced mostly in large cities with extensive transportation networks.

The creation of a labor force that was accustomed to working in factories did not occur easily. Before the rise of the factory, artisans had worked within the home. [redacted] Journeymen knew that if they perfected their skill, they could become respected master artisans with their own shops. Also, skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time.

2. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- ⬭ Masters demanded moral behavior from apprentices but often treated them irresponsibly.
- ⬭ The responsibilities of the master to the apprentice went beyond the teaching of a trade.
- ⬭ Masters preferred to maintain the trade within the family by supervising and educating the younger family members.
- ⬭ Masters who trained members of their own family as apprentices demanded excellence from them.

The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity. The new methods of doing business involved a new and stricter sense of time. Factory life necessitated a more regimented schedule, where work began at the sound of a bell and workers kept machines going at a constant pace. At the same time, workers were required to discard old habits, for industrialism demanded a worker who was alert, dependable, and self-disciplined. Absenteeism and lateness hurt productivity and, since work was specialized, [redacted] the regular factory routine. Industrialization not only produced a fundamental change in the way work was organized; it transformed the very nature of work.

3. The word [redacted] in the passage is closest in meaning to

- ⬭ prolonged
- ⬭ established
- ⬭ followed
- ⬭ upset

The first generation to experience these changes did not adopt the new attitudes easily. The factory clock became the symbol of the new work rules. One mill worker who finally quit complained revealingly about "obedience to the ding-dong of the bell—just as though we are so many living machines." With the loss of personal freedom also came the loss of standing in the community. Unlike artisan workshops in which apprentices worked closely with the masters supervising them, factories sharply separated workers from management. Few workers rose through the ranks to supervisory positions, and even fewer could achieve the artisan's dream of setting up one's own business. Even well-paid workers sensed their decline in status.

4. In paragraph 4, the author includes the quotation from a mill worker in order to

- ⬭ support the idea that it was difficult for workers to adjust to working in factories
- ⬭ to show that workers sometimes quit because of the loud noise made by factory machinery
- ⬭ argue that clocks did not have a useful function in factories
- ⬭ emphasize that factories were most successful when workers revealed their complaints

5. All of the following are mentioned in paragraph 4 as consequences of the new system for workers EXCEPT a loss of

- ⬭ freedom
- ⬭ status in the community
- ⬭ opportunities for advancement
- ⬭ contact among workers who were not managers

In this newly emerging economic order, workers sometimes organized to protect their rights and traditional ways of life. Craftworkers such as carpenters, printers, and tailors formed unions, and in 1834 individual unions came together in the National Trades' Union. The labor movement gathered some momentum in the decade before the Panic of 1837, but in the depression that followed, labor's strength collapsed. During hard times, few workers were willing to strike or engage in collective action. And skilled craftworkers, who spearheaded the union movement, did not feel a particularly strong bond with semiskilled factory workers and unskilled laborers. More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact.

6. The phrase gathered some momentum in the passage is closest in meaning to

- ⬭ made progress
- ⬭ became active
- ⬭ caused changes
- ⬭ combined forces

7. The word spearheaded in the passage is closest in meaning to

- ⬭ led
- ⬭ accepted
- ⬭ changed
- ⬭ resisted

8. Which of the following statements about the labor movement of the 1800's is supported by paragraph 5?

- ⬭ It was successful during times of economic crisis.
- ⬭ Its primary purpose was to benefit unskilled laborers
- ⬭ It was slow to improve conditions for workers.
- ⬭ It helped workers of all skill levels form a strong bond with each other.

[redacted]

Workers were united in resenting the industrial system and their loss of status, but they were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, [redacted]. For [redacted], the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives. As United States society became more specialized and differentiated, greater extremes of wealth began to appear. And as the new markets created fortunes for the few, the factory system lowered the wages of workers by dividing labor into smaller, less skilled tasks.

9. The author identifies [redacted] as two of several factors that

- ⬭ encouraged workers to demand higher wages
- ⬭ created divisions among workers
- ⬭ caused work to become more specialized
- ⬭ increased workers' resentment of the industrial system

10. The word [redacted] in the passage refers to

- ⬭ workers
- ⬭ political party loyalties
- ⬭ disagreements over tactics
- ⬭ agents of opportunity

[redacted]

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

11. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.

Where would the sentence best fit?

- ⬭ Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. **This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.** As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

- ⬭ Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen.**This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.** In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

- ⬭ Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. **This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.** After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

- ⬭ Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. **This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers.** Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

12. **Directions:** *Complete the table below by indicating which of the answer choices describe characteristics of the period before 1815 and which describe characteristics of the 1815–1850 period.* **This question is worth 3 points.**

Before 1815	1815–1850
●	●
●	●
	●

Answer Choices

1. A united, highly successful labor movement took shape.
2. Workers took pride in their workmanship.
3. The income gap between the rich and the poor increased greatly.
4. Transportation networks began to decline.
5. Emphasis was placed on following schedules.
6. Workers went through an extensive period of training.
7. Few workers expected to own their own businesses.

PRACTICE SET 5 ANSWERS AND EXPLANATIONS

1. ❸ This is an Inference question asking for an inference that can be supported by the passage. The correct answer is choice 3, "They were produced with more concern for quality than for speed of production."

   A number of statements throughout the passage support choice 3. Paragraph 1 states that "Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans . . . After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers."

   Paragraph 2 states that "Before the rise of the factory . . . skilled artisans did not work by the clock, at a steady pace, but rather in bursts of intense labor alternating with more leisurely time."

   Paragraph 3 states, "The factory changed that. Goods produced by factories were not as finished or elegant as those done by hand, and pride in craftsmanship gave way to the pressure to increase rates of productivity."

   Taken together, these three statements, about production rates, the rise of factories after 1815, and the decline of craftsmanship after 1815, support the inference that before 1815, the emphasis had been on quality rather than on speed of production. Answer choices 1, 2, and 4 are all contradicted by the passage.

2. ❷ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> Apprentices were considered part of the family, and masters were responsible not only for teaching their apprentices a trade but also for providing them some education and for supervising their moral behavior.

The correct answer is choice 2. Choice 2 contains all of the *essential* information in the highlighted sentence. The highlighted sentence explains why (part of the family) and how (education, moral behavior) a master's responsibility went beyond teaching a trade. The essential information is the fact that the master's responsibility went beyond teaching a trade. Therefore, choice 2 contains all that is essential without changing the meaning of the highlighted sentence.

Choice 1 changes the meaning of the highlighted sentence by stating that masters often treated apprentices irresponsibly.

Choice 3 contradicts the essential meaning of the highlighted sentence. The fact that "Apprentices were considered part of the family . . ." suggests that they were not actual family members.

Choice 4, like choice 3, changes the meaning of the highlighted sentence by discussing family members as apprentices.

3. ❹ This is a Vocabulary question. The word being tested is *disrupted*. It is highlighted in the passage. The correct answer is choice 4, "upset." The word "upset" here is used in the context of "hurting productivity." When something is hurt or damaged, it is "upset."

4. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 1, "support the idea that it was difficult for workers to adjust to working in factories." The paragraph begins by stating that workers did not adopt new attitudes toward work easily and that the clock symbolized the new work rules. The author provides the quotation as evidence of that difficulty. There is no indication in the paragraph that workers quit due to loud noise, so choice 2 is incorrect. Choice 3 (usefulness of clocks) is contradicted by the paragraph. The factory clock was "useful," but workers hated it. Choice 4 (workers complaints as a cause of a factory's success) is not discussed in this paragraph.

5. ❹ This is a Negative Factual Information question asking for specific information that can be found in paragraph 4. Choice 4, "contact among workers who were not managers," is the correct answer. The paragraph explicitly contradicts this by stating that "factories sharply separated workers from management." The paragraph explicitly states that workers lost choice 1 (freedom), choice 2 (status in the community), and choice 3 (opportunities for advancement) in the new system, so those choices are all incorrect.

6. ❶ This is a Vocabulary question. The phrase being tested is "gathered some momentum." It is highlighted in the passage. The correct answer is choice 1, "made progress." To "gather momentum" means to advance with increasing speed.

7. ❶ This is a Vocabulary question. The word being tested is *spearheaded*. It is highlighted in the passage. The correct answer is choice 1, "led." The head of a spear leads the rest of the spear, so the craftsworkers who "spearheaded" this movement led it.

8. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 5. The correct answer is choice 3, "It was slow to improve conditions for workers." The paragraph states, "More than a decade of agitation did finally bring a workday shortened to 10 hours to most industries by the 1850's, and the courts also recognized workers' right to strike, but these gains had little immediate impact." This statement explicitly supports choice 3. All three other choices are contradicted by the paragraph.

9. ❷ This is a Factual Information question asking for specific information about a particular phrase in the passage. The phrase in question is highlighted in the passage. The correct answer is choice 2, "created divisions among workers." The paragraph states (emphasis added): ". . . they (workers) were divided by ethnic and racial antagonisms, gender, conflicting religious perspectives, occupational differences, political party loyalties, and disagreements over tactics." So "political party loyalties and disagreements over tactics" are explicitly stated as two causes of division among workers. The other choices are not stated and are incorrect.

10. ❶ This is a Reference question. The word being tested is *them*. It is highlighted in the passage. This is a simple pronoun-referent item. The word *them* in this sentence refers to those people to whom "the factory and industrialism were not agents of opportunity but reminders of their loss of independence and a measure of control over their lives." Choice 1, "Workers," is the only choice that refers to this type of person, so it is the correct answer.

11. ❹ This is an Insert Text question. You can see the four black squares in paragraph 1 that represent the possible answer choices here.

Before 1815 manufacturing in the United States had been done in homes or shops by skilled artisans. ■ As master craftworkers, they imparted the knowledge of their trades to apprentices and journeymen. ■ In addition, women often worked in their homes part-time, making finished articles from raw material supplied by merchant capitalists. ■ After 1815 this older form of manufacturing began to give way to factories with machinery tended by unskilled or semiskilled laborers. ■ Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production.

The sentence provided, "This new form of manufacturing depended on the movement of goods to distant locations and a centralized source of laborers," is best inserted at square 4. The inserted sentence refers explicitly to "a new form of manufacturing." This "new form of manufacturing" is the one mentioned in the sentence preceding square 4, "factories with machinery tended by unskilled or semiskilled laborers." The inserted sentence then explains that this new system depended on "the movement of goods to distant locations

and a centralized source of laborers." The sentence that follows square 4 goes on to say, "Cheap transportation networks, the rise of cities, and the availability of capital and credit all stimulated the shift to factory production." Thus the inserted sentence contains references to both the sentence before square 4 and the sentence after square 4. This is not true of any of the other possible insert points, so square 4 is the correct answer.

12. This is a Fill in a Table question. It is completed correctly below. The correct choices for the "Before 1815" column are 2 and 6. Choices 3, 5, and 7 belong in the "1815–1850" column. Choices 1 and 4 should not be used in either column.

Directions: *Complete the table below by indicating which of the answer choices describe characteristics of the period before 1815 and which describe characteristics of the 1815–1850 period.* **This question is worth 3 points.**

Before 1815	1815–1850
● Workers took pride in their workmanship. ● Workers went through an extensive period of training.	● The income gap between the rich and the poor increased greatly. ● Emphasis was placed on following schedules. ● Few workers expected to own their own businesses.

Answer Choices

1. A united, highly successful labor movement took shape.
2. Workers took pride in their workmanship.
3. The income gap between the rich and the poor increased greatly.
4. Transportation networks began to decline.
5. Emphasis was placed on following schedules.
6. Workers went through an extensive period of training.
7. Few workers expected to own their own businesses.

Correct Choices

Choice 2: "Workers took pride in their workmanship" belongs in the "Before 1815" column because it is mentioned in the passage as one of the characteristics of labor before 1815.

Choice 3: "The income gap between the rich and the poor increased greatly" belongs in the "1815–1850" column because it is mentioned in the passage as one of the characteristics of society that emerged in the period between 1815 and 1850.

Choice 5: "Emphasis was placed on following schedules" belongs in the "1815–1850" column because it is mentioned in the passage as one of the characteristics of labor in the factory system that emerged between 1815 and 1850.

Choice 6: “Workers went through an extensive period of training” belongs in the “Before 1815” column because it is mentioned in the passage as one of the characteristics of labor before 1815.

Choice 7: “Few workers expected to own their own businesses” belongs in the “1815–1850” column because it is mentioned in the passage as one of the characteristics of society that emerged in the period between 1815 and 1850.

Incorrect Choices

Choice 1: “A united, highly successful labor movement took shape” does not belong in the table because it contradicts the passage.

Choice 4: “Transportation networks began to decline” does not belong in the table because it is not mentioned in the passage in connection with either the period before 1815 or the period between 1815 and 1850.

SWIMMING MACHINES

Tunas, mackerels, and billfishes (marlins, sailfishes, and swordfish) swim continuously. Feeding, courtship, reproduction, and even "rest" are carried out while in constant motion. As a result, practically every aspect of the body form and function of these swimming "machines" is adapted to enhance their ability to swim.

Many of the adaptations of these fishes serve to reduce water resistance (drag). Interestingly enough, several of these hydrodynamic adaptations resemble features designed to improve the aerodynamics of high-speed aircraft. Though human engineers are new to the game, tunas and their relatives evolved their "high-tech" designs long ago.

Tunas, mackerels, and billfishes have made streamlining into an art form. Their bodies are sleek and compact. The body shapes of tunas, in fact, are nearly ideal from an engineering point of view. Most species lack scales over most of the body, making it smooth and slippery. The eyes lie flush with the body and do not protrude at all. They are also covered with a slick, transparent lid that reduces drag. The fins are stiff, smooth, and narrow, qualities that also help cut drag. When not in use, the fins are tucked into special grooves or depressions so that they lie flush with the body and do not break up its smooth contours. Airplanes retract their landing gear while in flight for the same reason.

Tunas, mackerels, and billfishes have even more sophisticated adaptations than these to improve their hydrodynamics. The long bill of marlins, sailfishes, and swordfish probably helps them slip through the water. Many supersonic aircraft have a similar needle at the nose.

Most tunas and billfishes have a series of keels and finlets near the tail. Although most of their scales have been lost, tunas and mackerels retain a patch of coarse scales near the head called the corselet. The keels, finlets, and corselet help direct the flow of water over the body surface in such as way as to reduce resistance (see the figure). Again, supersonic jets have similar features.

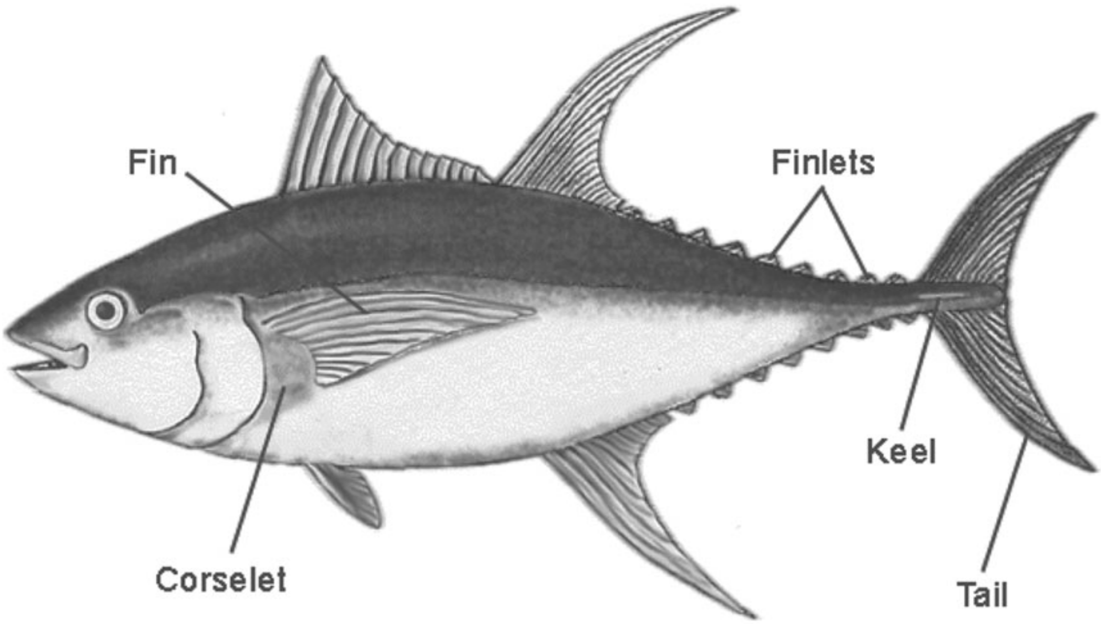
Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. In fact, tunas must swim to breathe. They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

One potential problem is that opening the mouth to breathe detracts from the streamlining of these fishes and tends to slow them down. Some species of tuna have specialized grooves in their tongue. It is thought that these grooves help to channel water through the mouth and out the gill slits, thereby reducing water resistance.

There are adaptations that increase the amount of forward thrust as well as those that reduce drag. Again, these fishes are the envy of engineers. Their high, narrow tails with swept-back tips are almost perfectly adapted to provide propulsion with the least possible effort. Perhaps most important of all to these and other fast swimmers is their ability to sense and make use of swirls and eddies (circular currents) in the

water. They can glide past eddies that would slow them down and then gain extra thrust by "pushing off" the eddies. Scientists and engineers are beginning to study this ability of fishes in the hope of designing more efficient propulsion systems for ships.

The muscles of these fishes and the mechanism that maintains a warm body temperature are also highly efficient. A bluefin tuna in water of 7°C (45°F) can maintain a core temperature of over 25°C (77°F). This warm body temperature may help not only the muscles to work better, but also the brain and the eyes. The billfishes have gone one step further. They have evolved special "heaters" of modified muscle tissue that warm the eyes and brain, maintaining peak performance of these critical organs.



Tunas, mackerels, and billfishes (marlins, sailfishes, and swordfish) swim continuously. Feeding, courtship, reproduction, and even "rest" are carried out while in constant motion. As a result, practically every aspect of the body form and function of these swimming "machines" is adapted to enhance their ability to swim.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. The word enhance in the passage is closest in meaning to

- ⬭ use
- ⬭ improve
- ⬭ counteract
- ⬭ balance

Tunas, mackerels, and billfishes have made streamlining into an art form. Their bodies are sleek and compact. The body shapes of tunas, in fact, are nearly ideal from an engineering point of view. Most species lack scales over most of the body, making it smooth and slippery. The eyes lie flush with the body and do not protrude at all. They are also covered with a slick, transparent lid that reduces drag. The fins are stiff, smooth, and narrow, qualities that also help cut drag. When not in use, the fins are tucked into special grooves or depressions so that they lie flush with the body and do not break up its smooth contours. Airplanes retract their landing gear while in flight for the same reason.

2. The word they in the passage refers to

- qualities
- fins
- grooves
- depressions

3. Why does the author mention that Airplanes retract their landing gear while in flight?

- To show that air resistance and water resistance work differently from each other
- To argue that some fishes are better designed than airplanes are
- To provide evidence that airplane engineers have studied the design of fish bodies
- To demonstrate a similarity in design between certain fishes and airplanes

Tunas, mackerels, and billfishes have even more adaptations than these to improve their hydrodynamics. The long bill of marlins, sailfishes, and swordfish probably helps them slip through the water. Many supersonic aircraft have a similar needle at the nose.

4. The word sophisticated in the passage is closest in meaning to

- complex
- amazing
- creative
- practical

5. According to paragraph 4, the long bills of marlins, sailfish, and swordfish probably help these fishes by

- increasing their ability to defend themselves
- allowing them to change direction easily
- increasing their ability to detect odors
- reducing water resistance as they swim

Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. In fact, tunas must swim to breathe. They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

6. According to the passage, which of the following is one of the reasons that tunas are in constant motion?

- ⬭ They lack a swim bladder.
- ⬭ They need to suck in more water than other fishes do.
- ⬭ They have large muscles for breathing.
- ⬭ They cannot open their mouths unless they are in motion.

. Some species of tuna have specialized grooves in their tongue. It is thought that these grooves help to water through the mouth and out the gill slits, thereby reducing water resistance.

7. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* answer choices change the meaning in important ways or leave out essential information.

- ⬭ These fishes often have a problem opening their mouths while swimming.
- ⬭ The streamlining of these fishes prevents them from slowing down.
- ⬭ The streamlining of these fishes tends to slow down their breathing.
- ⬭ Opening the mouth to breathe can reduce the speed of these fishes.

8. The word channel in the passage is closest in meaning to

- ⬭ reduce
- ⬭ remove
- ⬭ direct
- ⬭ provide

There are adaptations that increase the amount of forward thrust as well as those that reduce drag. Again, these fishes are the envy of engineers. Their high, narrow tails with swept-back tips are almost perfectly adapted to provide propulsion with the least possible effort. Perhaps most important of all to these and other fast swimmers is their ability to sense and make use of swirls and eddies (circular currents) in the water. They can glide past eddies that would slow them down and then gain extra thrust by "pushing off" the eddies. Scientists and engineers are beginning to study this ability of fishes in the hope of designing more efficient propulsion systems for ships.

9. According to the passage, one of the adaptations of fast-swimming fishes that might be used to improve the performance of ships is these fishes' ability to

- ⬭ swim directly through eddies
- ⬭ make efficient use of water currents
- ⬭ cover great distances without stopping
- ⬭ gain speed by forcing water past their gills

The muscles of these fishes and the mechanism that maintains a warm body temperature are also highly efficient. A bluefin tuna in water of 7°C (45°F) can maintain a core temperature of over 25°C (77°F). This warm body temperature may help not only the muscles to work better, but also the brain and the eyes. The billfishes have gone one step further. They have evolved special "heaters" of modified muscle tissue that warm the eyes and brain, maintaining peak performance of these critical organs.

10. According to paragraph 9, which of the following is true of bluefin tunas?

- ⬭ Their eyes and brain are more efficient than those of any other fish.
- ⬭ Their body temperature can change greatly depending on the water temperature.
- ⬭ They can swim in waters that are much colder than their own bodies.
- ⬭ They have special muscle tissue that warms their eyes and brain.

Again, supersonic jets have similar features.
■ Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■ Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■ In fact, tunas must swim to breathe. ■ They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

11. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

    Consequently, tunas do not need to suck in water.

    Where would the sentence best fit?

- ⬭ Again, supersonic jets have similar features.
  Consequently, tunas do not need to suck in water. Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■ Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■ In fact, tunas must swim to breathe. ■ They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

- ⬭ Again, supersonic jets have similar features.
  ■ Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. **Consequently, tunas do not need to suck in water.** Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■ In fact, tunas must swim to breathe. ■ They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

- ⬭ Again, supersonic jets have similar features.
  ■ Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■ Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. **Consequently, tunas do not need to suck in water.** In fact, tunas must swim to breathe. ■ They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

- ⬭ Again, supersonic jets have similar features.
  ■ Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■ Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■ In fact, tunas must swim to breathe. **Consequently, tunas do not need to suck in water.** They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

12. **Directions:** *Complete the table below by indicating which features of fishes are associated in the passage with reducing water resistance and which are associated with increasing thrust*. **This question is worth 3 points.**

Reducing Water Resistance	Increasing Thrust
●	●
●	●
●	

Features of Fishes

1. The absence of scales from most of the body
2. The ability to take advantage of eddies
3. The ability to feed and reproduce while swimming
4. Eyes that do not protrude
5. Fins that are stiff, narrow, and smooth
6. The habit of swimming with the mouth open
7. A high, narrow tail with swept-back tips

PRACTICE SET 6 ANSWERS AND EXPLANATIONS

1. ❷ This is a Vocabulary question. The word being tested is *enhance*. It is highlighted in the passage. The correct answer is choice 2, "improve." To *enhance* something means to "make it better." If something has been "improved," it has been made better.

2. ❷ This is a Reference question. The word being tested is *they*. It is highlighted in the passage. Choice 2, "fins," is the correct answer. This is a simple pronoun-referent item. The word *they* refers to something that lies flush with the body when not in use. This is true only of "fins."

3. ❹ This is a Rhetorical Purpose question. It asks why the author mentions that "Airplanes retract their landing gear while in flight." The phrase being tested is highlighted in the passage. The correct answer is choice 4, "To demonstrate a similarity in design between certain fishes and airplanes." The paragraph in which the highlighted phrase appears describes how certain fish use their fins. The highlighted phrase is used to provide a more familiar example (airplanes) of the principle involved to help the reader visualize how fins work. The paragraph does not discuss airplanes in any other context, so choices 2 and 3 are incorrect. Air and water resistance are not mentioned in this paragraph, so choice 1 is incorrect.

4. ❶ This is a Vocabulary question. The word being tested is *sophisticated*. It is highlighted in the passage. The correct answer is choice 1, "complex." If something is *sophisticated*, it is "not simple," so it must be "complex."

5. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 4, "reducing water resistance as they swim." The overall theme of the passage is how certain fish swim so efficiently. Paragraphs 1 and 2 make the general statement that "practically every aspect of the body form and function of these swimming 'machines' is adapted to enhance their ability to swim. Many of the adaptations of these fishes serve to reduce water resistance (drag)."

   Paragraph 4 explicitly states (emphasis added) that "Tunas, mackerels, and billfishes have even more sophisticated *adaptations than these to improve their hydrodynamics*. *The long bill* of marlins, sailfishes, and swordfish probably helps them slip through the water." This is a specific example of one adaptation that these fish have made to increase their swimming efficiency. None of the other choices is mentioned in the paragraph.

6. ❶ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 1, "They lack a swim bladder."

   Paragraph 6 explicitly states ". . . tunas must swim to breathe. They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder . . ." The other choices are not supported by the passage.

7. ❹ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> One potential problem is that opening the mouth to breathe detracts from the streamlining of these fishes and tends to slow them down.

   The correct answer is choice 4. That choice contains all of the essential ideas in the highlighted sentence. It is also the only choice that does not change the meaning of the sentence. It omits the fact that this is "a problem" and also "that it detracts from streamlining" because that information is not essential to the meaning.

   Choice 1 says that these fish have trouble opening their mouths while swimming, which is not true. Choice 2, that streamlining prevents fish from slowing down, may be true, but it is not mentioned in this sentence. The fish are slowed down when they open their mouths, which reduces streamlining. Choice 3, that streamlining slows the fishes' breathing, is also not mentioned.

8. ❸ This is a Vocabulary question. The word being tested is *channel*. It is highlighted in the passage. The correct answer is choice 3, "direct." *Channel* here is used as a verb, meaning to "move" or "push."

9. ❷ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 2, "make efficient use of water currents." Paragraph 8 explicitly states: "Perhaps most important of all to these and other fast swimmers is their ability to sense and make use of swirls and eddies (circular currents) in the water. They can glide past eddies that would slow them down and then gain extra thrust by "pushing off"

the eddies. Scientists and engineers are beginning to study this ability of fishes in the hope of designing more efficient propulsion systems for ships." The other choices are not mentioned in connection with the performance of ships.

10. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 9. The correct answer is choice 3, "They can swim in waters that are much colder than their own bodies." That paragraph says, "A bluefin tuna in water of 7°C (45°F) can maintain a core temperature of over 25°C (77°F)." So it is clear that choice 3 is correct. Choice 1 is not stated in the paragraph. Choice 2 is contradicted by the paragraph. Choice 4 is true of billfish, not bluefin tuna.

11. ❷ This is an Insert Text question. You can see the four black squares in paragraph 6 that represent the possible answer choices here. The last sentence of paragraph 5 is also reproduced below.

Again, supersonic jets have similar features.
■ Because they are always swimming, tunas simply have to open their mouths and water is forced in and over their gills. ■ Accordingly, they have lost most of the muscles that other fishes use to suck in water and push it past the gills. ■ In fact, tunas must swim to breathe. ■ They must also keep swimming to keep from sinking, since most have largely or completely lost the swim bladder, the gas-filled sac that helps most other fish remain buoyant.

The sentence provided, "Consequently, tunas do not need to suck in water," is best inserted at square 2. The sentence provides an explanation for the muscle loss described in the sentence that follows square 2 and is a result of the fact described in the preceding sentence, which says that because the fish are always swimming, they only have to open their mouths to suck in water. Thus if the provided sentence is inserted at square 2, it provides a logical bridge between cause and effect. The sentence makes no logical sense anywhere else.

12. This is a Fill in a Table question. It is completed correctly below. The correct choices for the "Reducing water resistance" column are 1, 4, and 5. Choices 2 and 7 belong in the "Increasing thrust" column. Choices 3 and 6 should not be used in either column.

Directions: *Complete the table below by indicating which features of fishes are associated in the passage with reducing water resistance and which are associated with increasing thrust.* **This question is worth 3 points.**

Reducing Water Resistance	Increasing Thrust
● The absence of scales from most of the body ● Eyes that do not protrude ● Fins that are stiff, narrow, and smooth	● The ability to take advantage of eddies ● A high, narrow tail with swept-back tips

Features of Fishes

1. The absence of scales from most of the body
2. The ability to take advantage of eddies
3. The ability to feed and reproduce while swimming
4. Eyes that do not protrude
5. Fins that are stiff, narrow, and smooth
6. The habit of swimming with the mouth open
7. A high, narrow tail with swept-back tips

Correct Choices

Choice 1: "The absence of scales from most of the body" belongs in the "Reducing water resistance" column because it is mentioned in paragraphs 3 and 5 as a factor that reduces water resistance.

Choice 2: "The ability to take advantage of eddies" belongs in the "Increasing thrust" column because it is mentioned in paragraph 8 as a characteristic that helps increase thrust.

Choice 4: "Eyes that do not protrude" belongs in the "Reducing water resistance" column because it is mentioned in paragraph 3 as a factor that reduces water resistance.

Choice 5: "Fins that are stiff, narrow, and smooth" belongs in the "Reducing water resistance" column because it is mentioned in paragraph 3 as a factor that reduces water resistance.

Choice 7: "A high, narrow tail with swept-back tips" belongs in the "Increasing thrust" column because it is mentioned in paragraph 8 as a characteristic that helps increase thrust.

Incorrect Choices

Choice 3: "The ability to feed and reproduce while swimming" does not belong in the table because it is not mentioned in the passage in connection with either reducing water resistance or increasing thrust.

Choice 6: "The habit of swimming with the mouth open" does not belong in the table because it is not mentioned in the passage in connection with either reducing water resistance or increasing thrust.

5

TOEFL iBT Listening

Read this chapter to learn

In the TOEFL iBT Listening section you will listen to four to six lectures and two to three conversations. There will be six questions per lecture and five questions per conversation. You will have a total of 60 to 90 minutes to answer all of the Listening questions.

TOEFL iBT Listening Materials

There are two types of Listening materials on the TOEFL iBT, conversations and lectures. Both are based on the actual speech that is used in North American colleges and universities.

Each lecture or conversation is three to six minutes long and, as far as possible, represents authentic academic language. For example, a professor giving a lecture may digress somewhat from the main topic, interactions between students and the professor can be extensive, and explanations of content can be elaborate. Features of oral language such as false starts, misspeaks with self-corrections, and repetitions are included. The speakers who record the texts are encouraged to use their own speech patterns (e.g., pauses, hesitations), as long as they preserve the content of the text. You should take notes during the lectures and conversations. This material is not meant to test your memory.

Conversations

There are two types of conversations in TOEFL:

- office hours
- service encounters

These conversations are typical of those that occur on North American university campuses. Office hours are interactions that take place in a professor's office. The content may be academic or related to course requirements. For example, in an office conversation a student could request an extension on a due date (nonacademic content), or a student could ask for clarification about the content of a

lecture (academic content). Service encounters are interactions that take place on a university campus and have non-academic content. Examples include inquiring about a payment for housing or registering for class. Each conversation is followed by five questions.

Lectures

Lectures in TOEFL iBT represent the kind of language used when professors teach in a classroom. The lecture excerpt may be just a professor speaking, a student asking the professor a question, or the professor asking the students a question and calling on one student for a response. Each lecture is approximately 5 minutes in length and is followed by six questions.

The content of the lectures reflects the content that is presented in introductory-level academic settings. Lecture topics cover a broad range of subjects. You will not be expected to have any prior knowledge of the subject matter. All the information you need to answer the questions will be contained in the Listening passage. The lists below are provided to give you an idea of the topics that typically appear in the Listening section. In general these topics are divided into four major categories:

- Arts
- Life Science
- Physical Science
- Social Science

Arts lectures may be on topics such as:

- Architecture
- Industrial design/art
- City planning
- Crafts: weaving, knitting, fabrics, furniture, carving, mosaics, ceramics, etc; folk and tribal art
- Cave/rock art
- Music and music history
- Photography
- Literature and authors
- Books, newspapers, magazines, journals

Life Science lectures may be on topics such as:

- Extinction of or conservation efforts for animals and plants
- Fish and other aquatic organisms
- Bacteria and other one-celled organisms
- Viruses
- Medical techniques
- Public health
- Physiology of sensory organs
- Biochemistry
- Animal behavior, e.g., migration, food foraging, defensive behavior

- Habitats and the adaptation of animals and plants to them
- Nutrition and its impact on the body
- Animal communication

Physical Science lectures may be on topics such as:

- Weather and atmosphere
- Oceanography
- Glaciers, glacial landforms, ice ages
- Deserts and other extreme environments
- Pollution, alternative energy, environmental policy
- Other planets' atmospheres
- Astronomy and cosmology
- Properties of light, optics
- Properties of sound
- Electromagnetic radiation
- Particle physics
- Technology of TV, radio, radar
- Math
- Chemistry of inorganic things
- Computer science
- Seismology (plate structure, earthquakes, tectonics, continental drift, structure of volcanoes)

Social Science lectures may be on topics such as:

- Anthropology of non-industrialized civilizations
- Early writing systems
- Historical linguistics
- Business, management, marketing, accounting
- TV/radio as mass communication
- Social behavior of groups, community dynamics, communal behavior
- Child development
- Education
- Modern history (including the history of urbanization and industrialization and their economic and social effects)

TOEFL iBT Listening Questions

Most of the TOEFL iBT Listening questions that follow the lectures and conversations are traditional multiple-choice questions with four answer choices and a single correct answer. There are, however, some other types of questions:

- Multiple-choice questions with more than one answer (for example, two answers out of four or more choices)
- Questions that require you to put in order events or steps in a process
- Questions that require you to match objects or text to categories in a table

Some questions replay a part of the lecture or conversation. In these replay questions, you will hear a part of the lecture or conversation again. You will then be asked a multiple-choice question about what you have just heard.

There are eight types of questions in the Listening section. These types are divided into three categories as follows:

TOEFL Listening Question Types

Basic Comprehension Questions
1. Gist-Content
2. Gist-Purpose
3. Detail

Pragmatic Understanding Questions
4. Understanding the Function of What Is Said
5. Understanding the Speaker's Attitude

Connecting Information Questions
6. Understanding Organization
7. Connecting Content
8. Making Inferences

The following sections will explain each of these question types. You'll find out how to recognize each type, and you'll see examples of each type with explanations. You'll also find tips that can help you answer each TOEFL Listening question type.

Basic Comprehension Questions

Basic comprehension of the listening passage is tested in three ways: with Gist-Content, Gist-Purpose, and Detail questions.

Type 1: Gist-Content Questions

Understanding the *gist* of a lecture or conversation means understanding the general topic or main idea. The gist of the lecture or conversation may be expressed explicitly or implicitly. Questions that test understanding the gist may require you to generalize or synthesize information from what you hear.

How to Recognize Gist-Content Questions

Gist-Content questions are typically phrased as follows:

- What problem does the man have?
- What are the speakers mainly discussing?
- What is the main topic of the lecture?
- What is the lecture mainly about?
- What aspect of X does the professor mainly discuss?

Tips for Gist-Content Questions

- Gist-Content questions ask about the *overall* content of the listening passage. Eliminate choices that refer to only small portions of the listening passage.
- Use your notes. Decide what overall theme ties the details in your notes together. Choose the answer that comes closest to describing this overall theme.

Examples

Excerpt from a longer listening passage:

Professor

. . . So the Earth's surface is made up of these huge segments, these tectonic plates. And these plates move, right? But how can, uh, motion of plates, do you think, influence climate on the Earth? Again, all of you probably read this section in the book, I hope, but, uh, uh, how—how can just motion of the plates impact the climate?

. . . when a plate moves, if there's landmass on the plate, then the landmass moves too, okay? That's why continents shift their positions, because the plates they're on move. So as a landmass moves away from the equator, its climate would get colder. So, right now we have a continent—the landmass Antarctica—that's on a pole.

So that's dramatically influencing the climate in Antarctica. Um, there was a time when most of the landmasses were closer to a pole; they weren't so close to the Equator. Uh, maybe 200 million years ago Antarctica was attached to the South American continent, oh and Africa was attached too and the three of them began moving away from the equator together.

. . . in the Himalayas. That was where two continental plates collided. Two continents on separate plates. Um, when this, uh, Indian, uh, uh, plate collided with the Asian plate, it wasn't until then that we created the Himalayas. When we did that, then we started creating the type of cold climate that we see there now. Wasn't there until this area was uplifted.

So again, that's something else that plate tectonics plays a critical role in. Now these processes are relatively slow; the, uh, Himalayas are still rising, but on the order of millimeters per year. So they're not dramatically influencing climate on your—the time scale of your lifetime. But over the last few thousands of—tens of thousands of years, uh—hundreds of thousands of years—yes, they've dramatically influenced it.

Uh, another important thing—number three—on how plate tectonics have influenced climate is how they've influenced—we talked about how changing landmasses can affect atmospheric circulation patterns, but if you alter where the landmasses are connected, it can impact oceanic, uh, uh, uh, circulation patterns.

. . . Um, so, uh, these other processes, if—if we were to disconnect North and South America right through the middle, say, through Panama that would dramatically influence climate in North and South America—probably the whole globe. So suddenly now as the two continents gradually move apart, you can have different circulation patterns in the ocean between the two. So, uh, that might cause a dramatic

change in climate if that were to happen, just as we've had happen here in Antarctica to separate, uh, from South America.

What is the main topic of the talk?

- ⬭ The differences in climate that occur in different countries
- ⬭ How movement of the earth's plates can affect climate
- ⬭ Why the ocean has less affect on climate than previously thought
- ⬭ The history of the climate of the region where the college is located

Explanation

Choice 2 is the answer that best represents the main topic of the passage. The professor uses Antarctica and the Himalayas as examples to make his general point that climate is affected by plate tectonics, the movement of Earth's plates.

Note that for Gist-Content questions the correct answer and the incorrect choices can sometimes be worded more abstractly.

Example The following Gist-Content question refers to the same lecture:

What is the main topic of the talk?

- ⬭ A climate experiment and its results
- ⬭ A geologic process and its effect
- ⬭ How a theory was disproved
- ⬭ How land movement is measured

Explanation

Once again, the correct answer is choice 2. Even though the wording is very different, it basically says the same thing as choice 2 in the previous example: A geologic process (movement of the earth's plates) has an effect (changes in climate).

Type 2: Gist-Purpose Questions

Some gist questions focus on the purpose of the conversation rather than on the content. This type of question will more likely occur with conversations, but Gist-Purpose questions may also occasionally be asked about lectures.

How to Recognize Gist-Purpose Questions

Gist-Purpose questions are typically phrased as follows:

- Why does the student visit the professor?
- Why does the student visit the registrar's office?
- Why did the professor ask to see the student?
- Why does the professor explain X?

Tips for Gist-Purpose Questions

- Listen for the unifying theme of the conversation. For example, during a professor's office hours, a student asks the professor for help with a paper on glaciers. Their conversation includes facts about glaciers, but the unifying theme of the conversation is that the student needs help writing his paper. In this conversation the speakers are not attempting to convey a main idea about glaciers.
- In Service Encounter conversations, the student is often trying to solve a problem. Understanding what the student's problem is and how it will be solved will help you answer the Gist-Purpose question.

Example

Narrator
Listen to a conversation between a professor and a student.

Student
I was hoping you could look over my notecards for my presentation . . . just to see what you think of it.

Professor
Okay, so refresh my memory: what's your presentation about?

Student
Two models of decision making . . .

Professor
Oh, yes—the classical and the administrative model.

Student
Yeah, that's it.

Professor
And what's the point of your talk?

Student
I'm gonna talk about the advantages and disadvantages of both models.

Professor
But what's the point of your talk? Are you going to say that one's better than the other?

Student
Well I think the administrative model's definitely more realistic. But I don't think it's complete. It's kind of a tool . . . a tool to see what can go wrong.

Professor
Okay, so what's the point of your talk? What are you trying to convince me to believe?

Student
Well, uh, the classical model—you shouldn't use it by itself. A lot of companies just try to follow the classical model, but they should really use both models together.

Professor

Okay, good. So let me take a look at your notes here. . . . Oh typed notes. . . . Wow you've got a lot packed in here. Are you sure you're going to be able to follow this during your talk?

Student

Oh, sure that's why I typed them, because otherwise . . . well my handwriting's not very clear.

Why does the student visit the professor?

- ⬭ To get some notecards for his presentation
- ⬭ To show her some examples of common errors in research
- ⬭ To review the notes for his presentation with her
- ⬭ To ask for help in finding a topic for his presentation

Explanation

While much of the conversation is concerned with the content of the man's presentation, the best answer to the question "Why does the man visit the professor?" is choice 3: To review the notes for his presentation with her.

Type 3: Detail Questions

Detail questions require you to understand and remember explicit details or facts from a lecture or conversation. These details are typically related, directly or indirectly, to the gist of the text, by providing elaboration, examples, or other support. In some cases where there is a long digression that is not clearly related to the main idea, you may be asked about some details of the digression.

How to Recognize Detail Questions

Detail questions are typically phrased as follows:

- According to the professor, what is one way that X can affect Y?
- What is X?
- What resulted from the invention of the X?
- According to the professor, what is the main problem with the X theory?

Tips for Detail Questions

- Refer to your notes as you answer. Remember, you will not be asked about minor points. Your notes should contain the major details from the conversation or lecture.
- Do not choose an answer only because it contains some of the words that were used in the conversation or lecture. Incorrect responses will often contain words and phrases from the listening passage.
- If you are unsure of the correct response, decide which one of the choices is most consistent with the main idea of the conversation or lecture.

Examples

Professor

Uh, other things that glaciers can do is, uh, as they retreat, instead of depositing some till, uh, scraped up soil, in the area, they might leave a big ice block and it breaks off and as the ice block melts it leaves a depression which can become a lake. These are called kettle lakes. These are very critical ecosystems in this region, um because uh uh they support some unique biological diversity, these kettle lakes do.

The Great Lakes are like this, they were left over from the Pleist—from the Pleistocene glaciers, uh, the Great Lakes used to be a lot bigger as the glaciers were retreating, some of the lakes were as much as a hundred feet higher in elevation. The beach of a former higher stage of Lake Erie was about fifty miles away from where the beach—the current beach of Lake Erie is right now. So I just wanted to tell you a little bit more about glaciers and some **positive** things uh that we get from climate change, like the ecosystems that develop in these kettle lakes, and how we can look at them in an environmental perspective . . .

What are kettle lakes?

- ⬭ Lakes that form in the center of a volcano
- ⬭ Lakes that have been damaged by the greenhouse effect
- ⬭ Lakes formed by unusually large amounts of precipitation
- ⬭ Lakes formed when pieces of glaciers melt

How did the glaciers affect the Great Lakes?

- ⬭ They made the Great lakes smaller.
- ⬭ They made the Great Lakes deeper.
- ⬭ They reduced the biodiversity of the Great Lakes.
- ⬭ They widened the beaches around the Great Lakes.

Explanation

The answer to the first question is found in the beginning of the lecture when the professor explains what a kettle lake is. Remember that new terminology is often tested in Detail questions. The answer to the second question is found later in the lecture where the professor says, ". . . the Great Lakes used to be a lot bigger as the glaciers were retreating . . ."

Pragmatic Understanding Questions

Pragmatic Understanding questions test understanding of certain features of spoken English that go beyond basic comprehension. Generally speaking, these types of questions test how well you understand the *function* of an utterance or the *stance*, or attitude, that the speaker expresses. In most instances, Pragmatic Understanding questions will test parts of the conversation or lecture where a speaker's purpose or attitude is not expressed directly. In these cases, what is directly stated—the surface expression—will not be an exact match of the speaker's function or purpose.

What people say is often intended to be understood on a level that lies beyond

or beneath the surface expression. To use an often-cited example, the sentence "It sure is cold in here" can be understood literally as a statement of fact about the temperature of a room. But suppose the speaker is, say, a guest in your home, who is also shivering and glancing at an open window. In that case, what your guest may really mean is that he wants you to close the open window. In this example, the *function* of the speaker's statement—getting you to close the window—lies beneath the surface expression. Other functions that often lie beneath surface expression include directing, recommending, complaining, accepting, agreeing, narrating, questioning, and so on.

Understanding meaning within the context of an entire lecture or conversation is critical in instances where the speaker's *stance* is involved. Is a given statement intended to be taken as fact or opinion? How certain is the speaker of the information she is reporting? Is the speaker conveying certain feelings or attitudes about some person or thing or event? As above, these feelings or attitudes may lie beneath the surface expression. Thus they can easily go unrecognized or be misunderstood by non-native speakers.

Some Pragmatic Understanding questions involve a replay of part of the listening passage in order to focus your attention on the relevant portion of the spoken text. Two question types test pragmatic understanding: Understanding the Function of What Is Said questions and Understanding the Speaker's Attitude questions.

Type 4: Understanding the Function of What Is Said Questions

The first type of Pragmatic Understanding question tests whether you can understand the *function* of what is said. This question type often involves replaying a portion of the listening passage.

How to Recognize Understanding the Function of What Is Said Questions

Understanding the Function of What Is Said questions are typically phrased as follows:

- What does the professor imply when he says this: *(replay)*
- What can be inferred from the professor's response to the student? *(replay)*
- What is the purpose of the woman's response? *(replay)*
- Why does the student say this: *(replay)*

Tip for Understanding the Function of What Is Said Questions

- Remember that the function of what is said may not match what the speaker directly states. In the following example, a secretary asks a student if he knows where the housing office is. She is not, however, doing this to get information about the housing office's location.

Example Excerpt from a conversation between a male student and a female housing office secretary. They are discussing his dorm fees.

Narrator
Listen again to a part of the conversation. Then answer the question.

Student
Okay. I'll just pay with a credit card. *[pause]* And where do I do that at?

Secretary
At, um, the housing office.

Student
Housing office, all right.

Secretary
Do you know where they are?

Narrator
What is the woman trying to find out from the man?

- ⬭ Where the housing office is
- ⬭ Approximately how far away the housing office is
- ⬭ Whether she needs to tell him where the housing office is
- ⬭ Whether he has been to the housing office already

Explanation
The pragmatic function of the woman's question is to ask the man whether or not he needs to be told the location of the housing office. The best answer for this question is choice 3.

Type 5: Understanding the Speaker's Attitude Questions

The second type of Pragmatic Understanding question tests whether you understand a speaker's attitude or opinion. You may be asked a question about the speaker's feelings, likes and dislikes, or reason for anxiety or amusement. Also included in this category are questions about a speaker's degree of certainty: Is the speaker referencing a source or giving a personal opinion? Are the facts presented generally accepted or are they disputed?

How to Recognize Understanding the Speaker's Attitude Questions
Understanding the Speaker's Attitude questions are typically phrased as follows:

- What can be inferred about the student?
- What is the professor's attitude toward X?
- What is the professor's opinion of X?
- What can be inferred about the student when she says this: *(replay)*
- What does the woman mean when she says this: *(replay)*

Tip for Understanding the Speaker's Attitude Questions

- Learn to pay attention to the speaker's tone of voice. Does the speaker sound apologetic? Confused? Enthusiastic? The speaker's tone can help you answer this kind of question.

Example Excerpt from a conversation between a male student and his female advisor. In this part of a longer conversation, they are discussing the student's job.

Advisor
Well, good. So, bookstore isn't working out?

Student
Oh, bookstore's working out fine. I just I—this pays almost double what the bookstore does.

Advisor
Oh wow!

Student
Yeah. Plus credit.

Advisor
Plus credit.

Student
And it's more hours, which . . . The bookstore's—I mean it's a decent job 'n all. Everybody I work with . . . that part's great; it's just . . . I mean I'm shelving books and kind of hanging out and not doing much else . . . if it weren't for the people, it'd be totally boring.

Narrator
What is the student's attitude toward the people he currently works with?

- ⬭ He finds them boring.
- ⬭ He likes them.
- ⬭ He is annoyed by them.
- ⬭ He does not have much in common with them.

Explanation
In this example it may be easy to confuse the student's attitude toward his job with his attitude toward the people he works with. The correct answer is choice 2. The student is bored with the job, not the people he works with.

Connecting Information Questions

Connecting Information questions require you to make connections between or among pieces of information in the text. Your ability to integrate information from different parts of the listening passage, to make inferences, to draw conclusions, to form generalizations, and to make predictions is tested. To choose the right answer, you will need to be able to identify and explain relationships among ideas and details in a text. These relationships may be explicit or implicit.

There are three types of Connecting Information questions.

Type 6: Understanding Organization Questions

In Understanding Organization questions you may be asked about the overall organization of the listening passage, or you may be asked about the relationship between two portions of the listening passage. Here are two examples:

1. How does the professor organize the information that she presents to the class?
   - ⬭ In the order in which the events occurred
2. How does the professor clarify the points he makes about Mexico?
   - ⬭ By comparing Mexico to a neighboring country

The first of these questions asks about the overall organization of information, testing understanding of connections throughout the whole listening passage. The second asks about a portion of the passage, testing understanding of the relationship between two different ideas.

Some Understanding Organization questions may ask you to identify or recognize how one statement functions with respect to surrounding text. Functions may include indicating or signaling a topic shift, connecting a main topic to a subtopic, providing an introduction or a conclusion, giving an example, starting a digression, or even making a joke.

Example

Narrator

Listen again to a statement made by the professor. Then answer the question.

Professor

"There's this committee I'm on . . . Th-the name of the thing and it's probably, well, you don't have to take notes about this, um, the name of the thing is academic standards."

Narrator

Why does the professor tell the students that they do not have to take notes?

⬭ The information is in their books.
⬭ The information may not be accurate.
⬭ She is going to tell a personal story.
⬭ They already know what she is going to talk about.

The listening text preceding the replayed statement is about how bureaucracies work. What follows the replayed statement is a personal story about bureaucra-

cies. The key lies in recognizing that the portion of the lecture following the replayed statement is a personal story. The correct answer is choice 3. With the replayed statement the professor indicates to the class that what she is about to say does not have the same status as what she was talking about previously.

How to Recognize Understanding Organization Questions

Understanding Organization questions are typically phrased as follows:

- How does the professor organize the information about X?
- How is the discussion organized?
- Why does the professor discuss X?
- Why does the professor mention X?

Examples

Professor

So, we have reproductive parts—the seeds, the fruit-walls—we have leaf parts, but the great majority of plant fibers come from vasculature within the stem . . . fibers that occur in stem material. And what we do is consider these fibers *[false start]*—basically they're what are called **bast** fibers. Bast fibers. Now basically bast fibers are parts of the plant that the plant uses to maintain vertical structure.

Think about it this way: what's the first thing you see when you see a building being built . . . uh what's the first thing they put up? Besides the foundation of course? The metal-work, right? They put all those steel girders up there, the framework. OK, well, think of *[false start]*—bast fibers basically constitute the structural framework to support the stem of the plant. OK? So as the plant grows, it basically builds a girder system within that plant, like steel, so to speak.

So suppose you cut across the stem of one of these plants, take a look at how the bast fibers are arranged, so you're looking at a cross-section . . . you'll see that the fibers run vertically side-by-side. Up and down next to each other, forming a kind of tube, which is significant . . . 'cause, which is physically stronger—a solid rod or a tube? The tube—physics tells you that. What's essentially happening—well, the plant is forming a structural ring of these bast fibers all around the stem, and that shape allows for structural rigidity, but also allows for bending and motion.

Why does the professor talk about steel?

- ⬭ To identify the substance that has replaced fiber products.
- ⬭ To explain a method for separating fibers from a plant.
- ⬭ To compare the chemical structure of fibers to metals.
- ⬭ To illustrate the function of fibers in a plant's stem.

Why does the professor mention a tube?

- ⬭ To explain how some fibers are arranged in a plant.
- ⬭ To show how plants carry water to growing fibers.
- ⬭ To describe an experiment involving plant fibers.
- ⬭ To explain why some plant stems cannot bend.

Explanation

The lecture is about plants and plant fibers, not steel girders. The professor mentions steel girders only to compare them to the structural framework of fibers in a plant. The best answer to the first question is choice 4. Likewise, the second question also concerns the professor's attempts to help the students visualize a plant's structure. The best answer to the second question is choice 1.

Type 7: Connecting Content Questions

Connecting Content questions measure your understanding of the relationships among ideas in a text. These relationships may be explicitly stated, or you may have to infer them from the words you hear.

The questions may ask you to organize information in a different way from the way it was presented in the listening passage. You might be asked to identify comparisons, cause and effect, or contradiction and agreement. You may also be asked to classify items in categories, identify a sequence of events or steps in a process, or specify relationships among objects along some dimension.

Example

Narrator

What type of symmetry do these animals have? Place a checkmark in the correct box.

	Asymmetry	Radial Symmetry	Bilateral Symmetry
Earthworm			✓
Human			✓
Sponge	✓		
Sea Anemone	✓	✓	

In this question you are asked to present information in a different format from that in which it was presented in a lecture.

Other Connecting Content questions will require you to make inferences about the relationships among things mentioned in the listening passage. You may have to predict an outcome, draw a logical conclusion, extrapolate some additional information, infer a cause-and-effect relationship, or specify some particular sequence of events.

How to Recognize Connecting Content Questions

Connecting Content questions are typically phrased as follows:

- What is the likely outcome of doing procedure X before procedure Y?
- What can be inferred about X?
- What does the professor imply about X?

Tip for Connecting Content Questions

- Questions that require you to fill in a chart or table or put events in order fall into this category. As you listen to the lectures accompanying this study guide, pay attention to the way you format your notes. Clearly identifying terms and their definitions as well as steps in a process will help you answer questions of this type.

Example

Professor

OK, Neptune and its moons. Neptune has several moons, but there's only . . . we'll probably only worry about two of them, the two fairly interesting ones. The first one's Triton. So you have this little struggle with the word Titan which is the big moon of Saturn and the name *Triton* which is the big moon of *Neptune*. Triton it's it's the only *large moon* in the solar system to go backwards, to go around its what we call its parent planet, in this case Neptune, the wrong way. OK? Every other large moon orbits the *parent planet* in the same counterclockwise direction . . . same as most of the other bodies in the solar system. But this moon. . . the reverse direction, which is perfectly OK as far as the laws of gravity are concerned. But it indicates some sort of peculiar event in the early solar system that gave this moon a motion in contrast to the general spin of the raw material that it was formed from.

The other moon orbiting Neptune that I want to talk about is Nereid [NEER ee ihd]. Nereid is, Nereid has the most eccentric orbit, the most lopsided elliptical type orbit for a large moon in the solar system. The others tend more like circular orbits.

. . . Does it mean that the planets Pluto and Neptune might have been related somehow in the past and then drifted slowly into their present orbits. If Pluto . . . did Pluto ever belong to the Neptune system? Do Neptune's moons represent Pluto type bodies that have been captured by Neptune? Was some sort of . . . was Pluto the object that disrupted the Neptune system at some point in the past?

It's really hard to prove any of those things. But now we're starting to appreciate that there's quite a few junior Plutos out there. Not big enough to really call a planet, but large enough that they're significant in history of the early solar system. So we'll come back to those when we talk about comets and other small bodies in the fringes of the outer solar system.

What does the professor imply about the orbits of Triton and Nereid?

- ⬭ They used to be closer together.
- ⬭ They might provide evidence of an undiscovered planet.
- ⬭ They might reverse directions in the future.
- ⬭ They might have been changed by some unusual event.

Explanation

In Connecting Content questions you will have to use information from more than one place in the listening passage. In this example, the professor describes the orbits of Triton and Nereid. In both cases he refers to events in the early solar system that might have changed or disrupted their orbits. The best answer for this question is choice 4, "They might have been changed by some unusual event."

Type 8: Making Inferences Questions

The final type of connecting information question is Making Inferences questions. In this kind of question you usually have to reach a conclusion based on facts presented in the listening passage.

How to Recognize Making Inferences Questions

Making Inferences questions are typically phrased as follows:

- What does the professor imply about X?
- What will the student probably do next?
- What can be inferred about X?
- What does the professor imply when he says this: (replay)

Tip for Making Inferences Questions

- In some cases, answering this kind of question correctly means adding up details from the passage to reach a conclusion. In other cases, the professor may imply something without directly stating it. In most cases the answer you choose will use vocabulary not found in the listening passage.

Example

Professor

Dada is often considered under the broader category of Fantasy. It's one of the early directions in the Fantasy style. The term "Dada" itself is a nonsense word—it has no meaning . . . and where the word originated isn't known. The "philosophy" behind the "Dada" movement was to create works that conveyed the concept of *absurdity*—the artwork was meant to shock the public by presenting the ridiculous absurd concepts. Dada artists rejected reason—or rational thought. They did not believe that rational thought would help solve social problems . . .

. . . When he turned to Dada, he quit painting and devoted himself to making a type of sculpture he referred to as a "ready-made" . . . probably because they were constructed of readily available objects. . . . At the time, many people reacted to Dadaism by saying that the works were not art at all . . . and in fact, that's exactly how Duchamp and others conceived of it—as a form of "NON-art" . . . or ANTI-art.

Duchamp also took a reproduction of DaVinci's famous painting, the Mona Lisa, and he drew a mustache and goatee on the subject's face. Treating this masterpiece with such disrespect was another way. Duchamp was challenging the established cultural standards of his day.

What does the professor imply about the philosophy of the Dada movement?

- ⬭ It was not taken seriously by most artists.
- ⬭ It varied from one country to another.
- ⬭ It challenged people's concept of what art is.
- ⬭ It was based on a realistic style of art.

Explanation

Note the highlighted portions of the listening passage. You can see that Dadaism was meant to challenge the public's conception of what art was meant to be. The best answer to the question is choice 3.

Basic Strategies for the TOEFL iBT Listening Section

- Take notes while you listen. Only the major points will be tested, so do not try to write down every detail. After testing, notes are collected and shredded before you leave the test center.
- When listening to a lecture, pay attention to the new words or concepts introduced by the professor. These will often be tested.
- When listening to a lecture, pay attention to the way the lecture is organized and the way the ideas in the lecture are connected.
- Choose the best answer. The computer will ask you to confirm your choice. After clicking on *OK*, you automatically go on to the next question.
- Listening questions must be answered in order. Once you click on *OK*, you cannot go back to a previous question.

How to Sharpen Your Listening Skills

Listening is one of the most important skills necessary for success on the TOEFL iBT test and in academics in general. The ability to listen and understand is tested in three out of four sections of the TOEFL iBT test.

The best way to improve your listening skills is to listen frequently to many different types of material in various subject areas (sciences, social sciences, arts, business, etc.). Of course, watching movies and TV and listening to the radio is an excellent way to practice listening. Audio tapes and CDs of talks are available in libraries and bookstores; those with transcripts of the listening material are particularly helpful. The Internet is also a great resource for listening material.

Here are some ways you can strengthen skills for the three listening purposes tested on the TOEFL iBT test.

Listening for Basic Comprehension

- Increase your vocabulary knowledge, perhaps by using flashcards.
- Focus on the content and flow of material. Do not be distracted by the speaker's style and delivery.
- Anticipate what the speaker is going to say as a way to stay focused, and adjust your predictions when you receive additional information.
- Stay active by asking yourself questions (e.g., What main idea is the professor communicating?).
- Copy the words "main idea," "major points," and "important details" on different lines of paper. Listen carefully and write these things down while listening. Listen again until all important points and details are written down.

Listening Practice Sets



Now listen to Audio Track 1.

Questions

Directions: *Mark your answer by filling in the oval next to your choice.*

1. Why does the man go to see his professor?
- ⬭ To borrow some charts and graphs from her
- ⬭ To ask her to explain some statistical procedures
- ⬭ To talk about a report he is writing
- ⬭ To discuss a grade he got on a paper

2. *Listen again to part of the conversation by playing Track 2. Then answer the question.*

Why does the professor say this?
- ⬭ To question the length of the paper
- ⬭ To offer encouragement
- ⬭ To dispute the data sources
- ⬭ To explain a theory

3. What information will the man include in his report?

For each phrase below, place a checkmark in the "Include" column or the "Not Include" column.

	Include in Report	Not Include in Report
Climate charts		
Interviews with meteorologists		
Journal notes		
Statistical tests		

4. Why does the professor tell the man about the appointment at the doctor's office?

- ⬭ To demonstrate a way of remembering things
- ⬭ To explain why she needs to leave soon
- ⬭ To illustrate a point that appears in his report
- ⬭ To emphasize the importance of good health

5. What does the professor offer to do for the man?

- ⬭ Help him collect more data in other areas of the state
- ⬭ Submit his research findings for publication
- ⬭ Give him the doctor's telephone number
- ⬭ Review the first version of his report

PRACTICE SET 1 SCRIPT AND ANSWERS

Track 1 Listening Script

Narrator

Listen to a conversation between a student and a professor.

Student

Uh, excuse me, Professor Thompson. I know your office hours are tomorrow, but I was wondering if you had a few minutes free now to discuss something.

Professor

Sure, John. What did you want to talk about?

Student

Well, I have some quick questions about how to write up the research project I did this semester—about climate variations.

Professor

Oh, yes. You were looking at variations in climate in the Grant City area, right? How far along have you gotten?

Student

I've got all my data, so I'm starting to summarize it now, preparing graphs and stuff. But I'm just. . . I'm looking at it and I'm afraid that it's not enough, but I'm not sure what else to put in the report.

Professor

I hear the same thing from every student. You know, you have to remember now that you're the expert on what you've done. So, think about what you'd need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like . . . like your parents. That's usually my rule of thumb: would my parents understand this?

Student

OK. I get it.

Professor

I hope you can recognize by my saying that how much you do know about the subject.

Student

Right. I understand. I was wondering if I should also include the notes from the research journal you suggested I keep?

Professor

Yes, definitely. You should use them to indicate what your evolution in thought was through time. So, just set up, you know, what was the purpose of what you were doing—to try to understand the climate variability of this area—and what you did, and what your approach was.

Student

OK. So, for example, I studied meteorological records; I looked at climate charts; I used different methods for analyzing the data, like certain statistical tests; and then I discuss the results. Is that what you mean?

Professor

Yes, that's right. You should include all of that. The statistical tests are especially important. And also be sure you include a good reference section where all your published and unpublished data came from, 'cause you have a lot of unpublished climate data.

Student

Hmm . . . something just came into my mind and went out the other side.

Professor

That happens to me a lot, so I've come up with a pretty good memory management tool. I carry a little pad with me all the time and jot down questions or ideas that I don't want to forget. For example, I went to the doctor with my daughter and her baby son last week and we knew we wouldn't remember everything we wanted to ask the doctor, so we actually made a list of five things we wanted answers to.

Student

A notepad is a good idea. Since I'm so busy now at the end of the semester, I'm getting pretty forgetful these days. OK. I just remembered what I was trying to say before.

Professor

Good. I was hoping you'd come up with it.

Student

Yes. It ends up that I have data on more than just the immediate Grant City area, so I also included some regional data in the report. With everything else it should be a pretty good indicator of the climate in this part of the state.

Professor

Sounds good. I'd be happy to look over a draft version before you hand in the final copy, if you wish.

Student

Great. I'll plan to get you a draft of the paper by next Friday. Thanks very much. Well, see ya.

Professor

OK.

Answers and Explanations

1. ❸ This is a Gist-Purpose question. The man says, "I have some quick questions about how to write up the research project I did this semester." He is going to write a report about his project and is unsure of what to include. Choice 3 is the correct answer.

2. ❷ This is an Understanding the Function of What Is Said question. The question asks you to re-listen to this part of the conversation:

Professor

You know, you have to remember now that you're the expert on what you've done. So, think about what you'd need to include if you were going to explain your research project to someone with general or casual knowledge about the subject, like . . . like your parents. That's usually my rule of thumb: would my parents understand this?

Student

OK. I get it.

Professor

I hope you can recognize by my saying that how much you do know about the subject.

Then you are asked specifically about this sentence:

Narrator
Why does the professor say this:

Professor
I hope you can recognize by my saying that how much you do know about the subject.

The student is unsure of how to present the information in his report. The professor is trying to give the student confidence in his own judgment. Therefore, the correct answer is choice 2, "To offer encouragement."

3. This question is easy to recognize as a Connecting Content question. The student and the professor discuss several sources of information that the student used to investigate climate variation. They do not discuss interviewing meteorologists, even though they mention other kinds of conversations, like the professor's discussion with her child's doctor. The chart correctly filled out looks like this:

For each phrase below, place a checkmark in the "Include" column or the "Not Include" column.

	Include in Report	Not Include in Report
Climate charts	X	
Interviews with meteorologists		X
Journal notes	X	
Statistical tests	X	

4. ❶ This is an Understanding the Function of What Is Said question. The correct answer is choice 1. The professor's purpose in mentioning the doctor's office is to show the man how writing down questions as they occur can be useful. The man has forgotten a question he wanted to ask the professor. The professor, when she spoke to the doctor, wrote down her questions beforehand, so she would not forget. She mentions the doctor's office in order to demonstrate a strategy for remembering.

5. ❹ This is a Detail question. The discussion ends with the professor offering to "look over a draft version" of the man's paper.



Now listen to Audio Track 3.

Questions

Directions: *Mark your answer by filling in the oval next to your choice.*

1. What is the main purpose of the lecture?

- ⬭ To illustrate the importance of extrinsic values
- ⬭ To explain Aristotle's views about the importance of teaching
- ⬭ To explain why people change what they value
- ⬭ To discuss Aristotle's views about human happiness

2. The professor gives examples of things that have value for her. Indicate for each example what type of value it has for her.

Place a checkmark in the correct box. This question is worth 2 points.

	Only Extrinsic Value	Only Intrinsic Value	Both Extrinsic and Intrinsic Value
Teaching			
Exercise			
Health			
Playing a musical instrument			

3. Why is happiness central to Aristotle's theory?

- ⬭ Because it is so difficult for people to attain
- ⬭ Because it is valued for its own sake by all people
- ⬭ Because it is a means to a productive life
- ⬭ Because most people agree about what happiness is

4. According to the professor, why does Aristotle think that fame cannot provide true happiness?

- ⬭ Fame cannot be obtained without help from other people.
- ⬭ Fame cannot be obtained by all people.
- ⬭ Fame does not last forever.
- ⬭ People cannot share their fame with other people.

5. *Listen again to part of the lecture by playing Track 4. Then answer the question.*

What does the professor mean when she says this?

- ⬭ Teaching is not a highly valued profession in society.
- ⬭ She may change professions in order to earn more money.
- ⬭ The reason she is a teacher has little to do with her salary.
- ⬭ More people would become teachers if the salary were higher.

PRACTICE SET 2 SCRIPT AND ANSWERS

Track 3 Listening Script

Narrator

Listen to part of a lecture in a philosophy class.

Professor

OK. Another ancient Greek philosopher we need to discuss is Aristotle—Aristotle's ethical theory. What Aristotle's ethical theory is all about is this: he's trying to show you how to be happy—what true happiness is.

Now, why is he interested in human happiness? It's not just because it's something that all people want to aim for. It's more than that. But to get there we need to first make a very important distinction. Let me introduce a couple of technical terms: extrinsic value and intrinsic value.

To understand Aristotle's interest in happiness, you need to understand this distinction.

Some things we aim for and value, not for themselves but for what they bring about in addition to themselves. If I value something as a means to something else, then it has what we will call "extrinsic value." Other things we desire and hold to be valuable for themselves alone. If we value something not as a means to something else, but for its own sake, let us say that it has "intrinsic value."

Exercise. There may be some people who value exercise for itself, but I don't. I value exercise because if I exercise, I tend to stay healthier than I would if I didn't. So I desire to engage in exercise and I value exercise extrinsically . . . not for its own sake, but as a means to something beyond it. It brings me good health.

Health. Why do I value good health? Well, here it gets a little more complicated for me. Um, health is important for me because I can't . . .do other things I want to do—play music, teach philosophy—if I'm ill. So health is important to me—has value to me—as a means to a productive life. But health is also important to me because I just

kind of like to be healthy—it feels good. It's pleasant to be healthy, unpleasant not to be. So to some degree I value health both for itself and as a means to something else: productivity. It's got extrinsic and intrinsic value for me.

Then there's some things that are just valued for themselves. I'm a musician, not a professional musician; I just play a musical instrument for fun. Why do I value playing music? Well, like most amateur musicians, I only play because, well, I just enjoy it. It's something that's an end in itself.

Now, something else I value is teaching. Why? Well, it brings in a modest income, but I could make more money doing other things. I'd do it even if they didn't pay me. I just enjoy teaching. In that sense it's an end to itself.

But teaching's not something that has intrinsic value for all people—and that's true generally. Most things that are enjoyed in and of themselves vary from person to person. Some people value teaching intrinsically, but others don't.

So how does all this relate to human happiness? Well, Aristotle asks: is there something that all human beings value . . . and value only intrinsically, for its own sake and only for its own sake? If you could find such a thing, that would be the universal final good, or truly the ultimate purpose or goal for all human beings. Aristotle thought the answer was yes. What is it? Happiness. Everyone will agree, he argues, that happiness is the ultimate end to be valued for itself and really only for itself. For what other purpose is there in being happy? What does it yield? The attainment of happiness becomes the ultimate or highest good for Aristotle.

The next question that Aristotle raises is: what is happiness? We all want it; we all desire it; we all seek it. It's the goal we have in life. But what is it? How do we find it? Here he notes, with some frustration, people disagree.

But he does give us a couple of criteria, or features, to keep in mind as we look for what true human happiness is. True human happiness should be, as he puts it, complete. Complete in that it's all we require. Well, true human happiness . . . if you had that, what else do you need? Nothing.

And, second, true happiness should be something that I can obtain on my own. I shouldn't have to rely on other people for it. Many people value fame and seek fame. Fame for them becomes the goal. But, according to Aristotle, this won't work either, because fame depends altogether too much on other people. I can't get it on my own, without help from other people.

In the end, Aristotle says that true happiness is the exercise of reason—a life of intellectual contemplation . . . of thinking. So let's see how he comes to that.

Answers and Explanations

1. ❹ This is a Gist-Purpose question. The professor discusses the difference between extrinsic and intrinsic value, but what is her purpose in doing this? "To understand Aristotle's interest in happiness, you need to understand this distinction (extrinsic and intrinsic)." The professor's purpose is choice 4: "To discuss Aristotle's views about human happiness."

2. This question is easy to recognize as a Connecting Content question. The professor gives examples of some activities and discusses whether they have intrinsic value, extrinsic value, or both. Her explanations of why she values exercise, health, and playing a musical instrument are fairly clear and explicit. For teaching, it is clear that for her it has intrinsic value, but she admits this may be different for others. The question is about "what type of value it has for her." The chart correctly filled out looks like this:

	Only Extrinsic Value	Only Intrinsic Value	Both Extrinsic and Intrinsic Value
Teaching		X	
Exercise	X		
Health			X
Playing a musical instrument		X	

3. ❷ This is a Detail question. The question is answered by the professor when she says, "Everyone will agree, he [Aristotle] argues, that happiness is the ultimate end . . . to be valued for itself and really only for itself." The best answer for this question is choice 2. Note that this detail question is directly related to the main idea or gist of the passage.

4. ❶ This is another Detail question. It is not as closely related to the gist as the previous question. At the end of the passage the professor compares happiness and fame. She says, "according to Aristotle, this won't work either, because fame depends altogether too much on other people. I can't get it on my own. . . ." The correct answer is choice 1.

5. ❸ This is an Understanding the Function of What Is Said question. The professor discusses teaching to stress its intrinsic value for her. Therefore, the best answer is choice 3. The reason she is a teacher has little to do with money. Salary would be an extrinsic value, but she does not value teaching because of the salary.



Now listen to Audio Track 5.

Questions

Directions: *Mark your answer by filling in the oval next to your choice.*

1. What is the professor mainly discussing?

○ The development of motor skills in children
○ How psychologists measure muscle activity in the throat
○ A theory about the relationship between muscle activity and thinking
○ A study on deaf people's problem-solving techniques

2. *Listen again to part of the lecture by playing Track 6.*
Then answer the question.

Why does the professor say this?

○ To give an example of a laryngeal habit
○ To explain the meaning of a term
○ To explain why he is discussing laryngeal habits
○ To remind students of a point he had discussed previously

3. What does the professor say about people who use sign language?

○ It is not possible to study their thinking habits.
○ They exhibit laryngeal habits.
○ The muscles in their hands move when they solve problems.
○ They do not exhibit ideomotor action.

4. What point does the professor make when he refers to the university library?

- ⬭ A study on problem solving took place there.
- ⬭ Students should go there to read more about behaviorism.
- ⬭ Students' eyes will turn toward it if they think about it.
- ⬭ He learned about William James's concept of thinking there.

5. The professor describes a magic trick to the class. What does the magic trick demonstrate?

- ⬭ An action people make that they are not aware of
- ⬭ That behaviorists are not really scientists
- ⬭ How psychologists study children
- ⬭ A method for remembering locations

6. What is the professor's opinion of the motor theory of thinking?

- ⬭ Most of the evidence he has collected contradicts it.
- ⬭ It explains adult behavior better than it explains child behavior.
- ⬭ It is the most valid theory of thinking at the present time.
- ⬭ It cannot be completely proved or disproved.

PRACTICE SET 3 SCRIPT AND ANSWERS

Track 5 Listening Script

Narrator

Listen to part of a psychology lecture. The professor is discussing behaviorism.

Professor

Now, many people consider John Watson to be the founder of behaviorism. And like other behaviorists, he believed that psychologists should study only the behaviors they can observe and measure. They're not interested in mental processes. While a person could describe his thoughts, no one else can see or hear them to verify the accuracy of his report. But one thing you can observe is muscular habits. What Watson did was to observe muscular habits because he viewed them as a manifestation of thinking. One kind of habit that he studied are laryngeal habits.

Watson thought laryngeal habits . . . you know, from larynx, in other words, related to the voice box . . . he thought those habits were an expression of thinking. He argued that for very young children, thinking is really talking out loud to oneself because they talk out loud even if they're not trying to communicate with someone in particular. As the individual matures, that overt talking to oneself becomes covert talking to oneself, but thinking still shows up as a laryngeal habit. One of the bits of evidence that supports this is that when people are trying to solve a problem, they, um, typically have increased muscular activity in the throat region. That is, if you put electrodes on the throat and measure muscle potential—muscle activity—you discover that when people are thinking, like if they're diligently trying to solve a problem, that there is muscular activity in the throat region.

So, Watson made the argument that problem solving, or thinking, can be defined as a set of behaviors—a set of responses—and in this case the response he observed was the throat activity. That's what he means when he calls it a laryngeal habit. Now, as I am thinking about what I am going to be saying, my muscles in my throat are responding. So, thinking can be measured as muscle activity. Now, the motor theory . . . yes?

Student

Professor Blake, um, did he happen to look at people who sign? I mean deaf people?

Professor

Uh, he did indeed, um, and to jump ahead, what one finds in deaf individuals who use sign language when they're given problems of various kinds, they have muscular changes in their hands when they are trying to solve a problem . . . muscle changes in the hand, just like the muscular changes going on in the throat region for speaking individuals.

So, for Watson, thinking is identical with the activity of muscles. A related concept of thinking was developed by William James. It's called ideomotor action.

Ideomotor action is an activity that occurs without our noticing it, without our being aware of it. I'll give you one simple example. If you think of locations, there tends to be eye movement that occurs with your thinking about that location. In particular, from where we're sitting, imagine that you're asked to think of our university library. Well, if you close your eyes and think of the library, and if you're sitting directly facing me, then according to this notion, your eyeballs will move slightly to the left, to your left, 'cause the library's in that general direction.

James and others said that this is an idea leading to a motor action, and that's why it's called "ideomotor action"—an idea leads to motor activity. If you wish to impress your friends and relatives, you can change this simple process into a magic trick. Ask people to do something such as I've just described: think of something on their left; think of something on their right. You get them to think about two things on either side with their eyes closed, and you watch their eyes very carefully. And if you do that, you'll discover that you can see rather clearly the eye movement—that is, you can see the movement of the eyeballs. Now, then you say, think of either one and I'll tell which you're thinking of.

OK. Well, Watson makes the assumption that muscular activity is equivalent to thinking. But given everything we've been talking about here, one has to ask: are there alternatives to this motor theory—this claim that muscular activities are equivalent to thinking? Is there anything else that might account for this change in muscular activity, other than saying that it is thinking? And the answer is clearly yes. Is there any way to answer the question definitively? I think the answer is no.

Answers and Explanations

1. ❸ This is a Gist-Content question. The professor discusses two types of muscular activities: laryngeal habits and ideomotor activity, and how they are related to thinking. The best answer is choice 3, a theory about the relationship between muscle activity and thinking. The other choices are mentioned by the professor, but are not the main topic of the discussion.

2. ❷ This is an Understanding the Function of What Is Said question. The professor introduces an unusual term, "laryngeal habits." He then says, ". . . you know, from larynx, in other words, related to the voice box . . ." His brief explanation is meant to help the students understand the term "laryngeal habits." Choice 2 is the best answer to this question.

3. ❸ This is a Detail question. The professor responds to a student who asks a question about people who use sign language. He says that they "have muscular changes in their hands . . . just like the muscular changes going on in the throat region for speaking individuals." The best answer is choice 3. This Detail question is related to the main idea of the passage as both are concerned with the relationship between muscular changes and thinking.

4. ❸ This is an Understanding Organization question. The professor talks about muscular activity in the eyes that will occur if the students think about the location of the library. The question asks for the conclusion of that example. The best answer is choice 3. Students' eyes will turn toward it if they think about it.

5. ❶ This is a Connecting Content question. Answering the question correctly requires you to understand that the magic trick the professor is describing is an "ideomotor activity" and that this type of activity occurs "without our noticing it, without our being aware of it." The best answer to this question is choice 1.

6. ❹ Questions like this one that ask for the professor's opinion are Understanding the Speaker's Attitude questions. The professor's opinion can be found at the end of the listening passage. He says that there may be alternative theories, but there is no way to answer the question definitively. The best answer to this question is choice 4. It cannot be completely proved or disproved.



Now listen to Audio Track 7.

Questions

Directions: *Mark your answer by filling in the oval next to your choice.*

1. What is Bode's Law?

⬭ A law of gravitation
⬭ An estimate of the distance between Mars and Jupiter
⬭ A prediction of how many asteroids there are
⬭ A pattern in the spacing of planets

2. Why does the professor explain Bode's Law to the class?

⬭ To describe the size of the asteroids
⬭ To explain how the asteroid belt was discovered
⬭ To explain how gravitational forces influence the planets
⬭ To describe the impact of telescopes on astronomy

3. How does the professor introduce Bode's Law?

⬭ By demonstrating how it is derived mathematically
⬭ By describing the discovery of Uranus
⬭ By drawing attention to the inaccuracy of a certain pattern
⬭ By telling the names of several of the asteroids

4. *Listen again to part of the lecture by playing Track 8. Then answer the question.*

Why does the professor say this?

⬭ To introduce an alternative application of Bode's Law
⬭ To give an example of what Bode's Law cannot explain
⬭ To describe the limitations of gravitational theory
⬭ To contrast Bode's Law with a real scientific law

5. According to the professor, what two factors contributed to the discovery of the asteroid Ceres?
Choose two answers.

☐ Improved telescopes
☐ Advances in mathematics
☐ The discovery of a new star
☐ The position of Uranus in a pattern

6. What does the professor imply about the asteroid belt?

⬭ It is farther from the Sun than Uranus.
⬭ Bode believed it was made up of small stars.
⬭ It is located where people expected to find a planet.
⬭ Ceres is the only one of the asteroids that can be seen without a telescope.

PRACTICE SET 4 SCRIPT AND ANSWERS

Track 7 Listening Script

Narrator
Listen to part of a lecture in an astronomy class. You will not need to remember the numbers the professor mentions.

Professor
OK. Let's get going. Today I'm going to talk about how the asteroid belt was discovered. And . . . I'm going to start by writing some numbers on the board. Here they are: We'll start with zero, then 3, . . . 6, . . . 12. Uh, tell me what I'm doing.

Female student
Multiplying by 2?

Professor

Right. I'm doubling the numbers, so 2 times 12 is 24, and the next one I'm going to write after 24 would be . . .

Female student

48.

Professor

48. Then 96. We'll stop there for now. Uh, now I'll write another row of numbers under that. Tell me what I'm doing. 4, 7, 10 . . . How am I getting this second row?

Male Student

Adding 4 to the numbers in the first row.

Professor

I'm adding 4 to each number in the first row to give you a second row. So the last two will be 52, 100, and now tell me what I'm doing.

Female Student

Putting in a decimal?

Professor

Yes, I divided all those numbers by 10 by putting in a decimal point. Now I'm going to write the names of the planets under the numbers. Mercury . . . Venus. . . Earth. . . Mars.

So, what do the numbers mean? Do you remember from the reading?

Male Student

Is it the distance of the planets from the Sun?

Professor

Right. In astronomical units—not perfect, but tantalizingly close. The value for Mars is off by . . . 6 or 7 percent or so. It's . . . but it's within 10 percent of the average distance to Mars from the Sun. But I kind of have to skip the one after Mars for now. Then Jupiter's right there at 5-point something, and then Saturn is about 10 astronomical units from the Sun. Um, well, this pattern is known as Bode's Law.

Um, it isn't really a scientific law, not in the sense of predicting gravitation mathematically or something, but it's attempting a pattern in the spacing of the planets, and it was noticed by Bode hundreds of years ago. Well, you can imagine that there was some interest in why the 2.8 spot in the pattern was skipped, and um . . . but there wasn't anything obvious there, in the early telescopes. Then what happened in the late 1700s? The discovery of . . . ?

Female Student

Another planet?

Professor

The next planet out, Uranus—after Saturn.

And look, Uranus fits in the next spot in the pattern pretty nicely, um, not perfectly, but close. And so then people got really excited about the validity of this thing and finding the missing object between Mars and Jupiter. And telescopes, remember,

were getting better. So people went to work on finding objects that would be at that missing distance from the Sun, and then in 1801, the object Ceres was discovered.

And Ceres was in the right place—the missing spot. Uh, but it was way too faint to be a planet. It looked like a little star. Uh, and because of its starlike appearance, um, it was called an "asteroid." OK? "Aster" is Greek for "star," as in "astronomy." Um, and so, Ceres was the first and is the largest of what became many objects discovered at that same distance. Not just one thing, but all the objects found at that distance form the asteroid belt. So the asteroid belt is the most famous success of this Bode's Law. That's how the asteroid belt was discovered.

Answers and Explanations

1. ❹ This is a Detail question. Although the entire passage is concerned with answering "What is Bode's Law?" the professor specifically answers the question when he says, " . . . it's attempting a pattern in the spacing of the planets. . . ." The best answer to this question is choice 4.

2. ❷ This is a Gist-Purpose question. Gist questions are not usually answered very explicitly in the passage, but in this case the professor addresses the purpose of the discussion twice. At one point he says, "I'm going to talk about how the asteroid belt was discovered," and later he states, "That's how the asteroid belt was discovered." The best answer to this question is choice 2.

3. ❶ This is an Understanding Organization question. The professor first demonstrates the pattern of numbers before explaining Bode's Law and what the pattern means. The best answer to this question is choice 1.

4. ❹ This is an Understanding the Function of What Is Said replay question. The pattern the professor describes is called Bode's Law. The professor is pointing out how Bode's Law differs from other scientific laws. The best answer to this question is choice 4.

5. ❶ ❹ This is a Detail question. Note that for this question there are two correct answers. The professor explains that "Uranus fits in the next spot in the pattern pretty nicely . . . and telescopes were getting better . . . and then in 1801, the object Ceres was discovered." Choices 1 and 4 are the correct answers. Advances in mathematics and the discovery of a new star are not mentioned by the professor.

6. ❸ This is a Making Inferences question. Starting at the point in the passage where the professor says, ". . . there was some interest in why the 2.8 spot in the pattern was skipped . . . there wasn't anything obvious there," it's clear that what the astronomers were looking for was a planet. He later says, "Ceres was in the right place . . . but way too faint to be a planet." The clear implication is that astronomers were expecting to find a planet. The best answer to the question is choice 3.



Now listen to Audio Track 9.

Questions

Directions: *Mark your answer by filling in the oval next to your choice.*

1. What aspect of Manila hemp fibers does the professor mainly describe in the lecture?

⬭ Similarities between cotton fibers and manila hemp fibers
⬭ Various types of manila hemp fibers
⬭ The economic importance of Manila hemp fibers
⬭ A use of Manila hemp fibers

2. *Listen again to part of the lecture by playing Track 10. Then answer the question.*

Why does the professor mention going away for the weekend?

⬭ To tell the class a joke
⬭ To apologize for not completing some work
⬭ To introduce the topic of the lecture
⬭ To encourage students to ask about her trip

3. What does the professor imply about the name “Manila hemp”?

- ⬭ It is a commercial brand name.
- ⬭ Part of the name is inappropriate.
- ⬭ The name has recently changed.
- ⬭ The name was first used in the 1940’s.

4. Why does the professor mention the Golden Gate Bridge?

- ⬭ To demonstrate a disadvantage of steel cables
- ⬭ To give an example of the creative use of color
- ⬭ To show that steel cables are able to resist salt water
- ⬭ To give an example of a use of Manila hemp

5. According to the professor, what was the main reason that many ships used Manila hemp ropes instead of steel cables?

- ⬭ Manila hemp was cheaper.
- ⬭ Manila hemp was easier to produce.
- ⬭ Manila hemp is more resistant to salt water.
- ⬭ Manila hemp is lighter in weight.

6. According to the lecture, what are two ways to increase the strength of rope made from Manila hemp fibers?

Choose 2 answers.

- ☐ Coat the fibers with zinc-based paint
- ☐ Combine the fibers into bundles
- ☐ Soak bundles of fibers in salt water
- ☐ Twist bundles of fibers

PRACTICE SET 5 SCRIPT AND ANSWERS

Track 9 Listening Script

Narrator

Listen to part of a lecture from a Botany class.

Professor

Hi, everyone. Good to see you all today. Actually, I expected the population to be a lot lower today. It typically runs between 50 and 60 percent on the day the research paper is due. Um, I was hoping to have your exams back today, but, uh, the situation was that I went away for the weekend, and I was supposed to get in yesterday at five, and I expected to fully complete all the exams by midnight or so, which is the time that I usually go to bed, but my flight was delayed, and I ended up not getting in until one o’clock in the morning. Anyway, I’ll do my best to have them finished by the next time we meet.

OK. In the last class, we started talking about useful plant fibers. In particular, we talked about cotton fibers, which we said were very useful, not only in the textile industry, but also in the chemical industry, and in the production of many products, such as plastics, paper, explosives, and so on. Today we'll continue talking about useful fibers, and we'll begin with a fiber that's commonly known as "Manila hemp."

Now, for some strange reason, many people believe that Manila hemp is a hemp plant. But Manila hemp is not really hemp. It's actually a member of the banana family—it even bears little banana-shaped fruits. The "Manila" part of the name makes sense, because Manila hemp is produced chiefly in the Philippine Islands and, of course, the capital city of the Philippines is Manila.

Now, as fibers go, Manila hemp fibers are very long. They can easily be several feet in length and they're also very strong, very flexible. They have one more characteristic that's very important, and that is that they are exceptionally resistant to salt water. And this combination of characteristics—long, strong, flexible, resistant to salt water—makes Manila hemp a great material for ropes, especially for ropes that are gonna be used on ocean-going ships. In fact, by the early 1940's, even though steel cables were available, most ships in the United States Navy were not moored with steel cables; they were moored with Manila hemp ropes.

Now, why was that? Well, the main reason was that steel cables degrade very, very quickly in contact with salt water. If you've ever been to San Francisco, you know that the Golden Gate Bridge is red. And it's red because of the zinc paint that goes on those stainless steel cables. That, if they start at one end of the bridge and they work to the other end, by the time they finish, it's already time to go back and start painting the beginning of the bridge again, because the bridge was built with steel cables, and steel cables can't take the salt air unless they're treated repeatedly with a zinc-based paint.

On the other hand, plant products like Manila hemp, you can drag through the ocean for weeks on end. If you wanna tie your anchor to it and drop it right into the ocean, that's no problem, because plant fibers can stand up for months, even years, in direct contact with salt water. OK. So how do you take plant fibers that individually you could break with your hands and turn them into a rope that's strong enough to moor a ship that weighs thousands of tons? Well, what you do is you extract these long fibers from the Manila hemp plant, and then you take several of these fibers, and you group them into a bundle, because by grouping the fibers you greatly increase their breaking strength—that bundle of fibers is much stronger than any of the individual fibers that compose it. And then you take that bundle of fibers and you twist it a little bit, because by twisting it, you increase its breaking strength even more. And then you take several of these little bundles, and you group and twist them into bigger bundles, which you then group and twist into even bigger bundles, and so on, until eventually, you end up with a very, very strong rope.

PRACTICE SET 5 ANSWERS AND EXPLANATIONS

1. ❹ Questions like this one that ask about what the professor mainly discusses are Gist-Content questions. This question asks what aspect of Manila hemp fibers are mainly discussed, so it has a narrower focus than other Gist-Content questions. The professor mainly discusses characteristics of Manila hemp and how these characteristics make Manila hemp useful to the shipping industry. The best answer to this question is choice 4.

2. ❷ This is an Understanding the Function of What Is Said replay question. The professor mentions that she went away for the weekend and because a flight was delayed, she was late returning. She tells this story in order to apologize for not completing marking exams. The best answer to this question is choice 2.

3. ❷ This is a Making Inferences question. The professor explains that Manila hemp is produced chiefly in the area near Manila, so the word *Manila* in the name is appropriate. However, Manila hemp is not a type of hemp plant, so the word *hemp* in the name is not appropriate. The best answer to this question is choice 2.

4. ❶ This is an Understanding Organization question. The professor mentions the Golden Gate Bridge in order to make a comparison between the steel cables of the bridge and Manila hemp ropes. The fact that the steel cables must be constantly repainted is a disadvantage. The best answer to the question is choice 1.

5. ❸ This is a Detail question. It is related to the professor's main point about Manila hemp. The professor says that Manila hemp is "exceptionally resistant to salt water." Much of the listening passage deals with the professor's reinforcing and exemplifying this point. The best answer to this question is choice 3.

6. ❷ ❹ Near the end of the listening passage, the professor describes how Manila hemp ropes are made. The answer to this Detail question can be found there. The professor talks about grouping fibers into bundles and then twisting the bundles to make them stronger. Note that this question requires two answers. The best answers to this question are choices 2 and 4.

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TOEFL iBT Speaking

Read this chapter to learn

Introduction to the Speaking Section

The TOEFL iBT Speaking section is designed to evaluate the English speaking proficiency of students whose native language is not English but who want to pursue undergraduate or graduate study in an English-speaking context. Like all the other sections of the TOEFL iBT, the Speaking section is delivered via computer.

In the Speaking section you will be asked to speak on a variety of topics that draw on personal experience, campus-based situations, and academic-type content material. There are six questions. The first two questions are called Independent Speaking Tasks because they require you to draw entirely on your own ideas, opinions, and experiences when responding. The other four questions are Integrated Speaking Tasks. In these tasks you will listen to a conversation or to an excerpt from a lecture, or read a passage and then listen to a brief discussion or lecture excerpt, before you are asked the question. These questions are called Integrated Tasks because they require that you integrate your English-language skills—listening and speaking, or listening, reading, and speaking. In responding to these questions, you will be asked to base your spoken response on the information in the listening passage or on both the listening passage and the reading passage together.

Tip

For all the questions in the test you are given between 45 to 60 seconds to respond. So when practicing, time your speech accordingly.

The Speaking section takes approximately 20 minutes. Response time allowed for each question ranges from 45 to 60 seconds. For Speaking questions that involve listening, you will hear short spoken passages or conversations on headphones. For Speaking questions that involve reading, you will read short written passages on your computer screen. You can take notes throughout the Speaking

section and use your notes when responding to the Speaking questions. For each of the six questions, you will be given a short time to prepare a response. You will answer each of the questions by speaking into a microphone. Your responses will be recorded and sent to a scoring center, and they will be scored by experienced raters.

Tip

Familiarize yourself with the scoring rubric. It will help you understand how responses are evaluated.

Your responses will be scored holistically. This means that the rater will listen for various features in your response and assign a single score based on the overall skill you display in your answer. Although scoring criteria vary somewhat depending on the question, the raters will generally be listening for the following features in your answer:

- **Delivery:** How clear your speech is. Good responses are those in which the speech is fluid and clear, with good pronunciation, natural pacing, and natural-sounding intonation patterns.
- **Language Use:** How effectively you use grammar and vocabulary to convey your ideas. Raters will be listening for how well you can control both basic and more complex language structures and use appropriate vocabulary.
- **Topic Development:** How fully you answer the question and how coherently you present your ideas. Good responses generally use all or most of the time allotted, and the relationship between ideas and the progression from one idea to the next is clear and easy to follow.

It is important to note that raters do not expect your response to be perfect, and high scoring responses may contain occasional errors and minor lapses in any of the three areas described above.

Use the sample Independent and Integrated Speaking rubrics on pages 187 to 190 to see how responses are scored.

Speaking Question Types

Independent: Questions 1 and 2

Question 1

For this task, you will be asked to speak about a person, place, object, or event that is familiar to you. You will be given 45 seconds to speak your response. The topics for this question will vary, but you will always be asked to base your response on personal experience or a familiar topic. You might, for example, be asked about a place you like to visit, an important event in your life, a person who influenced you, or an activity that you enjoy.

Tip

Make a list of familiar topics, and practice speaking about them. You may want to begin by describing a familiar place or recounting a personal experience.

This question will always ask you both to *describe* something (for example, an important event, a favorite activity, an influential person) and to *give reasons*—to explain why the event was important, why the activity is one of your favorites, how the person influenced you, etc. Be sure to respond to all parts of the question. Your response should include specific details and/or examples because they will make your description informative and your reasons comprehensible.

Tip

When giving descriptions, try to avoid presenting long lists since this will reduce the time you have available to elaborate on the rest of your response.

After you are presented with the question, you will have 15 seconds to prepare an answer. You may want to jot down a few brief notes about what you will want to say, but you should not try to write out a full and complete answer. There will not be enough time for you to do that, and raters want to know how well you can *speak* in response to a question, not how well you can *read aloud* from something you have written. If you do jot down notes during the preparation time, you should not rely on them too much in giving your answer.

The question will be read aloud by a narrator and will remain on the screen throughout the time you are giving your response.

Example The following example shows how a question of this type will appear on your computer screen.

1. Choose a teacher you admire and explain why you admire him or her. Please include specific examples and details in your explanation.



Preparation Time: 15 Seconds

Response Time: 45 Seconds

You will be told when to begin to prepare your response and when to begin speaking. After the question is read, a "Preparation Time" clock will appear below the question and begin to count down from 15 seconds (00:00:15). At the end of 15 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin to count down from 45 seconds (00:00:45). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

Tip

Record your own voice to make sure that your pronunciation and fluency of speech are clear. Then take the recording to an English teacher or tutor who can evaluate your response using the TOEFL iBT Speaking rubric.

To answer a question like the one above, you would probably begin by briefly identifying the teacher you are going to speak about—not necessarily by name, of course, but by giving just enough relevant information so that someone listening to your response can make sense of your explanation. For example, what subject did the teacher teach? How old were you when you had him or her as a teacher? After briefly describing the teacher in whatever way is useful, you could then proceed to explain what it was about the teacher that made you admire him or her. Perhaps it was something specific that he or she did. If so, you should describe what the teacher did and provide details that illustrate why the action was admirable. Maybe the teacher displayed a special personal quality or had a special character trait. If so, you would want to describe it and give details that provide evidence of it—occasions when you noticed it, the effect it had on you, and so forth. There are many, many ways to answer this question, and of course there is no "right" or "wrong" answer. The important thing, if you were to receive this particular question, is that you communicate enough information about the person to help the rater understand why you find that person admirable.

Question 2

In this second Independent Speaking Task, you will be presented with two possible actions, situations, or opinions. Then you will be asked to say which of the actions or situations you think is preferable or which opinion you think is more justified and then explain your choice by providing reasons and details. As with question 1, you will have 45 seconds to give your response.

Topics for this question include everyday issues of general interest to a student. You may be asked, for example, whether you think it is better to study at home or at the library, or whether you think students should take courses from a wide variety of fields or else focus on a single subject area, or whether first-year college students should be required to live in the dormitory or be allowed to live off campus in apartments of their own. You could also be presented with two opposing opinions about a familiar topic—for example, about whether or not television has been a benefit to humanity—and you would then be asked which of the two opinions you agree with.

This question will always ask you to state what your choice or preference or opinion is and to explain why—in other words, to support your answer with reasons, explanations, details, and/or examples. It is important that you respond to all parts of the question, and that you are clear about what your opinion is and give reasons that will communicate why you have made the choice you did. It does not matter which of the two actions, situations, or opinions you choose, and, as with Question 1, there is no "right" or "wrong" answer. Your response will be rated not on which of the alternatives you choose, but rather on how well you explain your choice by supporting it with reasons and details.

Tip

One good exercise would be to state an opinion or a preference and then present supporting reasons clearly and with detail.

Like Question 1, this question will appear on your computer screen and be read aloud at the same time by the narrator, and you will be given 15 seconds to prepare an answer. You should use this time to think about what you want to say, organize your thoughts, and jot down some notes if you feel this will be helpful. But remember, you should not try to write out a full answer—just a few words or phrases that may help remind you of the direction you want to take in giving your response.

Tip

Study and practice words and expressions commonly used to express opinions, such as:

In my opinion . . .
I believe . . .

Example The following example shows how a question of this type will appear on your computer screen.

2. Some students study for classes individually. Others study in groups. Which method of studying do you think is better for students and why?

Preparation Time: 15 Seconds
Response Time: 45 Seconds

After you hear the question, you will be told when to begin to prepare your response and when to begin speaking. As with question 1, a "Preparation Time" clock will appear below the question and begin to count down from 15 seconds (00:00:15). At the end of 15 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin to count down from 45 seconds (00:00:45). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

In answering a question like this one, it is important that you begin by clearly stating what your opinion is: do you think it is better for students to study for classes individually, or do you think it is better for them to study in groups? If you do not begin by stating your opinion, it may be difficult for someone listening to your response to understand your reasons for holding that opinion. As for the reasons you give in support of your opinion, they can vary widely and may be based on your own experience and observations. For example, if the position you

take is that it is better for students to study alone, you might say that when students meet to study in groups, they often waste time discussing matters that have nothing to do with their class work. You might continue this explanation by contrasting the inefficiency of studying in a group with the kind of productivity a student can achieve when studying alone. If you have personal experiences that help illustrate your point, you might want to include them in your explanation. If so, you should be clear about how they illustrate your point. Or perhaps you want to take the opposite position, that it is better for students to study in groups. In that case, you would explain the advantages of group study and the disadvantages of studying alone. Perhaps you think that the more capable students can help the less capable students when students study together. Or perhaps you have found that students who study in groups often share each other's lecture notes, and this way they can make sure everyone understands all the material that has been covered in a course. There are many good reasons for either choice. In fact, it may be your opinion that in some cases it is better to study in groups and in other cases it is better to study alone. If that is the opinion you would like to express, you should explain—with reasons, examples, and/or specific details—why group study is better in some cases and individual study is better in others. Here again, there is no "right" or "wrong" answer to a question like this. The important thing is to clearly communicate to the person who will be listening to your response what your opinion is and explain the reasons you have for holding it.

Tip

Practice making a recommendation and explaining why it is your preferred course of action.

Integrated Listening/Reading/Speaking: Questions 3 and 4

Question 3

Question 3 is the first of the four Integrated Tasks in the Speaking section. For this question, you will read a short reading passage on your computer screen about a topic of campus-related interest. You will then listen to two people (or in some cases, one person) discussing that topic and expressing an opinion about the topic from the reading. Then you will be asked a question based on what you have read and what you have heard. You will have 60 seconds to speak your response. The general areas from which these topics are typically drawn include university policies, rules or procedures; university plans; campus facilities, or quality of life on campus. The topics are designed to be accessible to all test takers and will be presented to you in a way that does not require that you have prior firsthand experience of college or university life in North America.

The reading passage could take various forms. For example, it could be a bulletin from the administration of a university regarding a new parking rule, or a letter to the editor of a campus newspaper responding to a new university policy restricting the use of radios in dormitory rooms, or an article from the campus newspaper discussing a proposal to build a new football stadium. In addition to

describing the proposal, the reading passage will usually present two reasons either for or against the proposal. The reading passage is brief, usually between 75 and 100 words long. You will be given sufficient time to read the passage.

In the dialogue (or monologue) that will be played after you have read the reading passage, you will hear one or two speakers—usually students—speaking about the same article (or letter or announcement) that you have just read. If there are two speakers, one of them will have a strong opinion about the proposed change—either in favor of it or against it—and will give reasons to support that opinion. The discussion is brief and typically lasts between 60 and 80 seconds.

After you have read the passage and then listened to the discussion, you will be asked a question about what you have read and heard. For example, there may be a reading passage that describes plans to make a new university rule and a conversation in which a professor and a student are discussing the rule. If in the conversation the student thinks the new rule is a bad idea, you would be asked to state what the student's opinion is and to explain the reasons the student gives for holding that opinion using information from both the reading and the listening.

This task tests your ability to integrate information from two sources—the reading passage and the listening—and to summarize some aspect of what you have heard. The reading passage provides the context that allows you to understand what the speakers are talking about. The speakers will generally refer to the reading passage only indirectly. Therefore, as you read the reading passage, you should pay attention to a number of things: the description of the proposal (*what* has been proposed, planned, changed, etc.), and the reasons that are given for or against the proposal. This will help you understand what it is that the two speakers are discussing as you listen to their conversation.

In some cases, a speaker will object to the position taken in the reading and will give information that challenges the reasons offered in the reading for that position. In other cases, a speaker will agree with the position from the reading and will give information that supports those reasons. It is therefore important, as you listen to the discussion, to determine the speaker's opinions toward the proposal and to understand the relationship between what the speakers say and what you have learned from the reading passage.

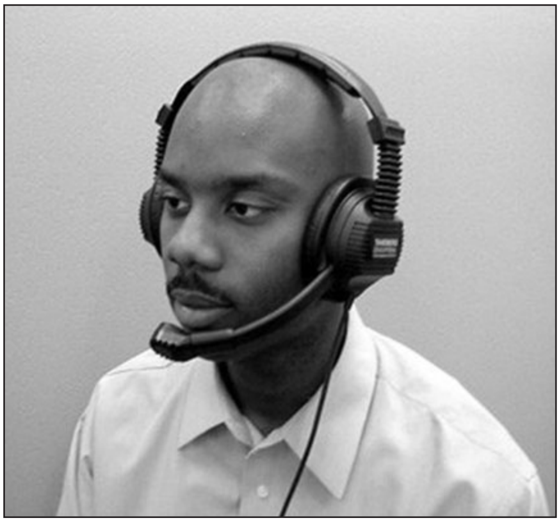
To answer question 3, it is important to understand not only what the question asks you to do, but also what the question does *not* ask you to do. This type of Integrated Speaking task does not ask for your own opinion; rather, it asks you to state the opinion of one of the speakers and to summarize the speaker's reasons for having that opinion.

You will be given between 40 and 45 seconds to read the passage, depending on its length, after which you will listen to the discussion. Then you will be given 30 seconds to prepare your answer and 60 seconds to respond. As with all the other questions, you may take notes while reading, listening, and preparing your answer, and you may refer to your notes while answering the question.

Tip

Remember that taking notes on the reading and listening material in the Integrated Speaking tasks on the TOEFL iBT test is allowed.

Example The following sample question consists of an announcement of a university's decision to increase tuition and a discussion between students about whether the increase is justified. This example shows how a question of this type will be presented to you on your computer.



You will hear:

Narrator

In this question you will read a short passage about a campus situation and then listen to a talk on the same topic. You will then answer a question using information from both the reading passage and the talk. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Then you will hear this:

Narrator

City University is planning to increase tuition and fees. Read the announcement about the increase from the president of City University.

You will have 45 seconds to read the announcement. Begin reading now.

Announcement from the President

The university has decided to increase tuition and fees for all students by approximately 8% next semester. For the past 5 years, the tuition and fees have remained the same, but it is necessary to increase them now for several reasons. The university has many more students than we had five years ago, and we must hire additional professors to teach these students. We have also made a new commitment to research and technology and will be renovating and upgrading our laboratory facilities to better meet our students' needs.

The reading passage will appear on the screen.

When the passage appears, a clock at the top of your computer screen will begin counting down the time you have to read. When reading time has ended, the passage will disappear from the screen and will be replaced by a picture of two students engaged in conversation.



You will then hear:

Narrator

Now listen to two students as they discuss the announcement.

Then the dialogue will begin.

Man

Oh great, now we have to come up with more money for next semester.

Woman

Yeah, I know, but I can see why. When I first started here, classes were so much smaller than they are now. With this many students, it's hard to get the personal attention you need . . .

Man

Yeah, I guess you're right. You know, in some classes I can't even get a seat. And I couldn't take the math course I wanted to because it was already full when I signed up.

Woman

And the other thing is, well, I am kind of worried about not being able to get a job after I graduate.

Man

Why? I mean you're doing really well in your classes, aren't you?

Woman

I'm doing ok, but the facilities here are so limited. There are some great new experiments in microbiology that we can't even do here . . . there isn't enough equipment in the laboratories, and the equipment they have is out of date. How am I going to compete for jobs with people who have practical research experience? I think the extra tuition will be a good investment.

When the dialogue has ended, the picture of the students will be replaced by the following:

> **Now get ready to answer the question.**

The question will then appear on your computer screen and will also be read aloud by the narrator.

> 3. The woman expresses her opinion of the announcement by the university president. State her opinion and explain the reasons she gives for holding that opinion.
>
> **Preparation Time: 30 Seconds**
> **Response Time: 60 Seconds**

After you hear the question, you will be told when to begin to prepare your response and when to begin speaking. A "Preparation Time" clock will appear below the question and begin to count down from 30 seconds (00:00:30). At the end of 30 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin counting down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

Tip

Try to recognize the attitude of the speaker by listening for intonation, stress, and word choice. This helps you understand his or her point of view and plan an appropriate response.

In giving your response to this question, you should state what the woman's opinion about the tuition increase is, and then explain her reasons for holding that opinion. You will probably have noticed as you listened to the conversation that the woman's reasons are essentially the same as those of the university president but are drawn from her own experience as a student, so in your answer you would probably want to connect information from the two sources. You could perhaps begin by saying that the woman agrees with the announcement and thinks that the university is right to increase its fees. In describing her reasons, you might say that she thinks the tuition increase is necessary because

the university can then hire more teachers. She feels that classes are getting too crowded and more teachers are needed. You might also want to mention that she has found it hard to get personal attention from her professors. You could also point out that she agrees that the money should be spent to improve laboratory facilities because they are out of date, and that this has made it hard for her to get the practical laboratory experience she feels she needs to get a good job. Your response should be complete enough that someone listening to your response who has not read the announcement or heard the conversation would understand what the new policy is, what the woman's opinion about it is, and the reasons she has for her opinion. There is a great deal of information in the reading passage and the conversation, and you are not expected to summarize all of the information in giving your response.

Question 4

Question 4 is the second of the Integrated Speaking Tasks. For this task you will read a short passage about an academic subject and listen to a professor give a brief excerpt from a lecture on that subject. You will then be asked a question which you will answer based on what you have read and heard. You will have 60 seconds in which to give your spoken response.

Tip

Find listening and reading material on a topic that you like. The reading and the listening material can provide similar or different views. Take notes on what you listen to and read and create outlines. Use your notes and outlines to orally summarize the information and ideas from the listening and reading materials. Try to paraphrase what you have heard and read by using different words and grammatical structures.

The topics for this question are drawn from a variety of fields: life science, social science, physical science, and the humanities. Although the topics are academic in nature, none of the written passages, lectures, or the questions themselves requires prior knowledge of any academic field in particular. The language and concepts used are designed to be accessible to you no matter what your academic specialization may be.

The reading passage is usually between 75 and 100 words in length. It provides background or context to help you understand the lecture that will follow. The reading passage will usually treat the topic in somewhat general and abstract terms, and the lecture will treat the topic more specifically and concretely, often by providing an extended example, counterexample, or application of the concept presented in the reading. To answer the question that follows the lecture, you will need to draw on the reading as well as the lecture, and integrate and convey key information from both sources.

For example, some tasks will contain a reading passage that gives the definition of a general principle or process and a lecture that discusses a specific instance and/or counterexample of the principle or process. For a pairing like

this, you might be asked to explain the principle or process using the specific information from the listening. Or another pairing might include a reading passage that describes a problem and a lecture that presents the success, failure, or unintended consequences of an attempt to solve the problem, together with a question that asks you to explain the attempt to solve the problem and account for its results.

The sample question 4 task presented below is a typical example. It begins with a reading passage discussing a general concept—the domestication of animal species—by describing two characteristics that make an animal species suitable for domestication. This passage is coupled with a lecture in which the professor talks about the behavior of two species of animals—a familiar domesticated animal that has both of the characteristics and a common, undomesticated species that lacks these characteristics. The question asks you to apply the more general information you have learned in the reading to the examples discussed in the lecture and explain how the behavior of the two species of animals is related to their suitability for domestication.

Tip

Find listening and reading material on a topic that you like. The reading and the listening material can provide similar or different views. Take notes on what you listen to and read and create outlines. Use your notes and outlines to orally summarize the information and ideas from the listening and reading materials. Try to paraphrase what you have heard and read by using different words and grammatical structures.

Example

The following example shows how a question of this type will be presented to you on your computer. Question 4 will be presented visually in the same way as Question 3.

First you will hear the narrator say this:

Narrator

In this question you will read a short passage on an academic subject and then listen to a talk on the same topic. You will then answer a question using information from both the reading passage and the talk. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Then you will hear this:

Narrator

Now read the passage about animal domestication. You have 45 seconds to read the passage. Begin reading now.

The reading passage will then appear on the screen.

Animal Domestication

For thousands of years, humans have been able to domesticate, or tame, many large mammals that in the wild live together in herds. Once tamed, these mammals are used for agricultural work and transportation. Yet some herd mammals are not easily domesticated.

A good indicator of an animal's suitability for domestication is how protective the animal is of its territory. Non-territorial animals are more easily domesticated than territorial animals because they can live close together with animals from other herds. A second indicator is that animals with a hierarchical social structure, in which herd members follow a leader, are easy to domesticate, since a human can function as the "leader."

A clock at the top of your computer screen will count down the time you have to read. When reading time has ended, a picture of a professor in front of a class will appear on the screen:



And you will hear this:

Narrator

Now listen to a lecture on this topic in an ecology class.

Then you will hear the lecture:

Professor

So we've been discussing the suitability of animals for domestication . . . particularly animals that live together in herds. Now, if we take horses, for example . . . in the wild, horses live in herds that consist of one male and several females and their young. When a herd moves, the dominant male leads, with the dominant female and her young immediately behind him. The dominant female and her young are then followed immediately by the second most important female and her young, and so on. This is why domesticated horses can be harnessed one after the other in a row.

They're "programmed" to follow the lead of another horse. On top of that, you often find different herds of horses in the wild occupying overlapping areas—they don't fight off other herds that enter the same territory.

But it's exactly the opposite with an animal like the uh, the antelope . . . which . . . well, antelopes are herd animals too. But unlike horses, a male antelope will fight fiercely to prevent another male from entering its territory during the breeding season, OK—very different from the behavior of horses. Try keeping a couple of male antelopes together in a small space and see what happens. Also, antelopes don't have a social hierarchy—they don't instinctively follow any leader. That makes it harder for humans to control their behavior.

When the lecture has ended, the picture of the professor will be replaced by a screen instructing you to get ready to answer the question. Then the question will appear on the screen and will be read aloud by a narrator as well.

4. The professor describes the behavior of horses and antelope in herds. Explain how their behavior is related to their suitability for domestication.

Preparation Time: 30 Seconds

Response Time: 60 Seconds

After you hear the question, you will be told when to begin to prepare your response and when to begin speaking. A "Preparation Time" clock will appear below the question and begin to count down from 30 seconds (00:00:30). At the end of 30 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin to count down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

Tip

Read a short article. Make an outline that includes only the major points of the article. Use the outline to orally summarize the information. Then add detail to the outline and orally summarize it again.

To answer this question, you would use information from both the reading passage and the lecture, linking the specific information the professor provides in the lecture with the more general concepts introduced in the reading. For example, you could begin your response by saying that herd animals can be easily domesticated if they have a hierarchical social structure and are not territorial, and that this is why it is easier to domesticate horses than antelopes. You would want to provide some details about the behavior of horses, pointing out that their hierarchical social structure makes them willing to follow one another and thus allows a human being to act as their leader. You could also say that because

horses are not territorial, they can be harnessed together without fighting. You would probably want to contrast horses' behavior with that of antelopes, which are territorial. You could explain that unlike horses, male antelopes fight if they are together, and that because antelopes do not have a social hierarchy, humans can't control them by acting as their leader. Notice that you are not asked to summarize all the information in the reading and in the lecture. But you should provide enough information so that even a listener who had not read the passage or listened to the lecture would be able to understand your explanation.

Another example of a question 4 task is a reading passage about malaria that discusses, in general terms, what is now known about the causes of this disease, how it is spread, and how it can be prevented, coupled with a lecture about the history of malaria research that describes the work of one particular doctor in the 1800s. The question that follows this lecture asks you to describe the doctor's beliefs about the cause of malaria and the recommendations he made to prevent its spread, and then to explain why his recommendations were effective. To answer this question, you would tell how the doctor's recommendations were in line with what is now known to be true about the disease. Here, as in all speaking questions that are based on academic content, you are provided with all the facts necessary to give your response, and no outside knowledge is required.

Integrated Listening/Speaking: Questions 5 and 6

Question 5

The Integrated Listening/Speaking tasks in questions 5 and 6 do not have a reading passage associated with them. For question 5, you will listen to a short conversation about a campus-related situation and respond to a question based on what you have heard. In the conversation, two people will typically discuss a problem and two possible solutions. The problem is one that concerns one of them or both of them directly. After you listen to the conversation, you will be asked to briefly describe the situation that was discussed in the conversation and to give your own opinion about solutions to the problem. You will have 60 seconds in which to give your spoken response. The topics for this task are based on common, everyday situations or problems that might arise at a college or university.

Typically, the speakers in the conversation will be two students, or a student and a professor, or a student and a university staff member (e.g., a teaching assistant, librarian, administrator, etc.). The problems may involve such issues as scheduling conflicts, unavoidable absences, unavailable resources, student elections, financial difficulties, and so forth. In some cases, the problem is one that affects both speakers equally, and they must decide on a single, common solution. In other cases, the problem may involve only one of the speakers, and in this situation that speaker will present his or her problem and the other speaker (or both of them) will propose the two possible solutions. The conversations are usually between 60 and 90 seconds long.

The question you are asked when the conversation has ended has several parts: you are asked first to describe the problem that the speakers are discussing, then to state which of the two solutions you prefer, and finally to explain why you prefer that solution. The reasons you give for your preference can include information provided by the speakers in their discussion as well as your own experiences. For example, if your own experience with a similar or related problem is relevant to your choice of one solution over the other, you may draw on that experience when explaining your reasons. Here, as in other Speaking tasks in which you are asked to choose between two alternatives and give reasons for your choice, it does not matter which of the two proposed solutions you choose, and there is no "right" solution or "wrong" solution. Your response will be rated not on which solution you choose but rather on how well you describe the problem, state the solution you prefer, and explain the reasons for your preference.

Tip

It is very important to practice your conversational speaking skills as often as possible. One way of doing this might be joining an English language conversation club. If such clubs do not exist in your area, you may want to start your own and, if possible, invite native speakers to join in.

The types of problems discussed by the speakers in these conversations will vary. The problem could be that one of the speakers needs to arrange transportation for a class field trip and does not know whom to ask. Or the problem could be that a student has a doctor's appointment scheduled at the same time as a meeting with job recruiters. Another could be about a student who is not getting along with other members of his or her study group. In the following sample question, the speakers are discussing a problem that you may find very familiar: too much schoolwork and not enough time to do it.

Example The following example shows how you would hear and see this task on your computer:



You will hear:

Narrator
In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Then a picture of two students will appear on the screen.



Then you will hear the conversation:

Man
Hey Lisa, how's it going?

Woman
Hi Mark. Uh, I'm OK, I guess, but my schoolwork is really stressing me out.

Man *[sympathetically]*
Yeah? What's wrong?

Woman

Well, I've got a paper to write and two exams to study for. And a bunch of math problems to finish. It's just so much that I can't concentrate on any of it. I start concentrating on studying for one of my exams, and then I'm like, how long's it gonna take to finish that problem set?

Man

Wow. Sounds like you've got a lot more work than you can handle right now. *[Not wanting to sound too pushy]* Look, have you talked to some of your professors . . . mean, you know, try to explain the problem. Look, you could probably get an extension on your paper, or on the math assignment . . .

Woman

You think? It would give me a little more time to prepare for my exams right now.

Man

Well, I mean another thing that you might do . . . I mean have you tried making yourself a schedule? I mean that's what I do when I'm feeling overwhelmed.

Woman

What does that do for you?

Man

Well, I mean it helps you to focus your energies. You know, you make yourself a chart that shows the next few days and the time till your stuff is due and . . .

Woman

Uh-huh . . . *[meaning "I'm listening"]*

Man

I mean think about what you need to do and when you have to do it by. You know then start filling in your schedule—like, all right 9:00 [nine] to 11:30 [eleven-thirty] A.M., study for exam. 12:00 [twelve] to 3:00 [three], work on problem set. But I mean don't make the time periods too long. Like, don't put in eight hours of studying—you know, you'll get tired, or start worrying about your other work again. But if you keep to your schedule, you know you'll just have to worry about one thing at a time.

Woman

Yeah, that might work. *[somewhat noncommittally]*

When the conversation has ended, the picture of the two students will be replaced by a screen instructing you to get ready to answer the question. Then the question will appear on the screen and will be read aloud by the narrator.

5. The students discuss two possible solutions to the woman's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Preparation Time: 20 Seconds
Response Time: 60 Seconds

After you hear the question, you will be told when to begin to prepare your response and when to begin speaking. A "Preparation Time" clock will appear below the question and begin to count down from 20 seconds (00:00:20). At the end of 20 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin to count down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

To answer this question, you should begin by briefly describing the woman's problem, giving just enough details so that someone listening to your response but who has not heard the conversation would know what you are talking about. Then you would state which solution you prefer and explain why. If you believe the second solution is preferable, you would probably begin by saying that you think it would be better if the woman prepared a schedule, and then you would proceed to explain why. There are many possible reasons you can give: you might say, for example, that the problem of too much work to do is something that the woman is going to confront in the future as well, and that if she learns how to organize a schedule now, this will help her throughout her academic career. You could also speak about the disadvantages of the other solution: for example, even though her professors might be willing to give her an extension, they might somehow penalize her for it by grading her assignments more severely. If your own personal experiences are relevant to your reasons for choosing one solution over the other, you may wish to mention those experiences, but you should keep in mind that the focus of the question is the problem faced by the speaker or speakers, not your own situation. Remember, too, a question like this can be answered in many different ways, and there is no "right" or "wrong" choice.

Question 6

This integrated task, the last of the six Speaking tasks, is based on academic content. For this task you will first listen to a professor present a brief excerpt from a lecture on an academic subject, and then you will be asked a question about what you have heard. You will have 60 seconds in which to give your spoken response.

As with Question 4 (the other Speaking task that is based on academic content), the topics for this question are drawn from a variety of fields within the life sciences, social sciences, physical sciences, and the humanities. Here too, no prior knowledge of any academic field in particular is required for you to understand the lecture or answer the question.

The lecture excerpt is between 60 and 90 seconds long and focuses on a single topic. Usually the professor will begin the lecture by defining a concept, by highlighting an issue, or by introducing a phenomenon, and will then go on to discuss important aspects of it or perspectives relating to it. The lecture will contain illustrative examples that help explain or clarify the main concept or issue. The question you are asked after you have heard the lecture will typically ask that you explain the main concept or issue of the lecture, using points and examples that were given in the lecture.

The lectures can be about processes, methods, theories, ideas, or phenomena of any type—natural, social, psychological, etc. If a lecture is about a process, the professor might explain the process by describing some of its functions. In a lecture about a theory, the professor might explain the theory by describing its applications. In a lecture about a phenomenon, the professor might explain it through examples that illustrate its causes or its effects.

Tip

Find a textbook that includes questions about the material at the end of chapters, etc. Practice answering the questions orally.

In the sample Question 6 given below, the lecture is about a social phenomenon—the emergence of a national culture in the United States in the early twentieth century. The professor illustrates this phenomenon by describing two of its causes—radio and the automobile—and how they contributed to it. After you hear the lecture, you are asked to use information from the lecture to explain how the two causes contributed to the formation of a national culture.

Example The following example shows how a question of this type will be presented to you on your computer.

First you will hear the narrator say this:

Narrator

In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Then a picture of a professor standing in front of a class of students will appear on your screen, and you will hear the narrator say:

Narrator

Now listen to part of a talk in a United States history class.

The professor will then begin the lecture.

Professor

Because the United States is such a large country, it took time for a common national culture to emerge. One hundred years ago there was very little communication among the different regions of the United States. One result of this lack of communi-

cation was that people around the United States had very little in common with one another. People in different parts of the country spoke differently, dressed differently, and behaved differently. But connections among Americans began to increase thanks to two technological innovations: the automobile and the radio.

Automobiles began to be mass produced in the 1920's, which meant they became less expensive and more widely available. Americans in small towns and rural communities now had the ability to travel with ease to nearby cities. They could even take vacations to other parts of the country. The increased mobility provided by automobiles changed people's attitudes and created links that had not existed before. For example, people in small towns began to adopt behaviors, clothes, and speech that were popular in big cities or in other parts of the country.

As more Americans were purchasing cars, radio ownership was also increasing dramatically. Americans in different regions of the country began to listen to the same popular radio programs and musical artists. People repeated things they heard on the radio—some phrases and speech patterns heard in songs and radio programs began to be used by people all over the United States. People also listened to news reports on the radio. They heard the same news throughout the country, whereas in newspapers much news tended to be local. Radio brought Americans together by offering them shared experiences and information about events around the country.

When the lecture has ended, the picture of the professor will be replaced by a screen instructing you to get ready to answer the question. Then the question will appear on the screen and be read aloud at the same time by the narrator.

6. Using points and examples from the talk, explain how the automobile and the radio contributed to a common culture in the United States.

Preparation Time: 20 Seconds
Response Time: 60 Seconds

After you hear the question, you will be told when to begin preparing your response and when to begin speaking. A "Preparation Time" clock will appear below the question and begin to count down from 20 seconds (00:00:20). At the end of 20 seconds you will hear a short beep. After the beep, the clock will change to read "Response Time" and will begin to count down from 60 seconds (00:00:60). When the response time has ended, recording will stop and a new screen will appear alerting you that the response time has ended.

To answer this question, you might begin with a little background and mention that the United States did not have a common culture 100 years ago because people in different regions of the country did not communicate much with each other. Then you could say that the automobile and the radio changed this situation, and go on to summarize the information from the lecture that explains how they caused this change. For example, you could say that when automobiles became inexpensive, people from small towns could travel easily to cities or to other parts of the country, and that when they began to do this, they started

acting like people from those other regions and started to dress and speak in the same way. As for the role that radio played in the emergence of a national culture, you could point out that when radio became popular, people from different parts of the country began listening to the same programs and the same news reports and began to speak alike and have similar experiences and ideas. If you have time, you could conclude by saying that these similar ways of speaking and dressing and thinking became the national culture of the United States. Remember that you do not need to repeat all of the details provided in the lecture. There is simply too much information in the lecture for you to do that. You should, however, convey enough information so that someone who has not heard the lecture would be able to form a clear idea of what the professor was explaining to the class.

Other lectures for question 6 could include topics such as how people learn, and the central concept might be that learning occurs when two events are associated in the brain. The professor would illustrate that concept by describing two different ways that events can be associated in the brain, and you would be asked to use points and examples from the lecture to explain how these two ways of associating events result in learning. Or in a lecture about money, the professor might provide two different definitions of the concept and illustrate them with two examples, and you would be asked in your response to explain the two definitions, using the two examples. The question that follows a lecture like this would typically ask you to use points and examples that you heard in the lecture to explain how people learn or what the definitions of money are.

TOEFL iBT Speaking Scoring Rubric

Independent Tasks (Questions 1 and 2)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is char-acterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate), Some minor (or systemic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.

TOEFL iBT Speaking Scoring Rubric

Independent Tasks (Questions 1 and 2)

Score	General Description	Delivery	Language Use	Topic Development
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections of ideas may be unclear.
1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete task and may rely heavily on repetition of the prompt.
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

TOEFL iBT Speaking Scoring Rubric

Independent Tasks (Questions 3, 4, 5, and 6)

Score	General Description	Delivery	Language Use	Topic Development
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.

TOEFL iBT Speaking Scoring Rubric

Integrated Tasks (Questions 3, 4, 5, and 6)

Score	General Description	Delivery	Language Use	Topic Development
2	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or inaccurate connections. Automaticity of expression may be evident only at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary in order to follow what is being discussed.
1	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintel-ligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, or limited to vague utterances or repetitions (including repetition of prompt).
0	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Strategies for Raising Your TOEFL Speaking Score

- When you take the Practice TOEFL Speaking sections in the Practice Tests in this book, listen carefully to each of your recorded responses. Create a set of guiding questions to help you evaluate your performance. Here are some examples of the kind of questions you may want to include:
    - Did I complete the task?
    - Did I speak clearly?
    - Did I make grammatical errors?
    - Did I use words correctly?
    - Did I organize my ideas clearly and appropriately?
    - Did I provide a complete response?
    - Did I use the time effectively?

  Once you have completed your evaluation, decide what changes you want to make to your response. Then try again, making a new recording. Compare the two recordings and determine if any further revisions are necessary.
- Try to periodically analyze your strengths and weaknesses. Try to understand what you are and are not able to do well and why.
- When you monitor your speaking practice, try to evaluate the pace of your speech. After each practice, ask yourself the following questions:
    - Did I speak too fast?
    - Did I speak too slowly?
    - DidI pause too often?
- You may want to monitor your own progress by keeping an audio journal, which entails keeping samples of your speaking activities or practices. You can also ask for feedback from one or more friends, tutors, or teachers.

Tips for the Day of the Test

- Remember that taking notes on the reading and listening material in the integrated Speaking tasks on the TOEFL iBT test is allowed.
- Listen to the item directions carefully to understand exactly what you are being asked to do.
- Use your preparation time as effectively as possible. Plan your response by thinking about the important ideas you want to convey in a simple, organized way.
- Do not begin speaking until you are told to do so.
- Answer each question as completely as possible in the time allowed.
- Make sure to adjust your microphone and volume carefully.
- Speak into the microphone at an appropriate volume. Do not put your mouth directly onto the microphone. If you touch your mouth to the microphone, scorers may find it difficult to understand what you are saying.
- Avoid whispering. If you whisper, scorers may find it difficult to understand what you are saying.

Frequently Asked Questions about TOEFL Speaking

1. Why does the TOEFL iBT test include a Speaking section?

The focus of the TOEFL iBT test is on communicative competence and tests your ability to use English to communicate effectively in an academic setting. Speaking is a key communication skill, along with listening, reading, and writing.

2. Why are the answers for some of the questions in the TOEFL iBT Speaking section based on reading and/or listening passages?

Speaking tasks that combine reading and/or listening passages with speaking are called integrated tasks. They are included in the TOEFL iBT test in recognition of the fact that to succeed academically in English-speaking colleges and universities, students need to be able to combine all their English-language skills—in reading, listening, and speaking, as well as writing—inside and outside the classroom.

3. How much reading and listening will I have to do for the TOEFL iBT Speaking section?

The reading and listening passages that are associated with the integrated tasks vary in length but are all quite brief. Reading passages range from approximately 75 to 100 words, and the listening passages are generally between 60 and 90 seconds long. In addition to being short, the listening and reading passages are not intended to be difficult. They are designed to provide you with clear and accessible information to use in answering the speaking questions.

4. May I take notes at all times during the Speaking section?

Yes. You may take notes at any time during the Speaking section—while reading the written passages, listening to the spoken dialogues or lectures, and preparing your responses. While you listen to the dialogues or lectures and take notes, you should not try to write down word for word everything you hear. If you try to do this, you will probably miss hearing important information. Similarly, while preparing your spoken response, do not try to write out an answer that you will then try to speak. You will not have enough time to write out a full response, and raters will be rating you on your ability to speak, not on your ability to read aloud from a text that you have written. Instead, you should use your preparation time to review whatever notes you have taken and to organize your ideas.

5. How will my responses be rated?

Each of the six tasks on the TOEFL iBT is rated by human scorers who will assign ratings ranging from 0 to 4 for each response. The scorers will evaluate your responses for topic development, delivery, and language use, and assign an overall score for each response, based on these three factors.

6. How will the total Speaking score be determined?

The scores on your individual speaking tasks are added up, with each individual task score carrying the same weight. The sum of these individual scores is converted into a scaled score of 0 to 30, and that is the Speaking score that will be reported to the institutions you request.

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5 TOEFL iBT Writing

Read this chapter to learn

Introduction to the Writing Section

There are two tasks in the Writing section of the TOEFL iBT test: an Integrated Writing Task and an Independent Writing Task.

The Integrated Writing Task comes first because it requires some listening, and when you are taking the real TOEFL iBT, you will be wearing headphones. When you finish the Integrated Writing Task, which takes about 20 minutes, you may take the headphones off to work on the Independent Writing Task. You will then have 30 minutes to complete the Independent Writing Task.

This chapter discusses each of the writing tasks in detail and the scoring criteria that raters will use to evaluate your writing. It includes samples of each task, sample responses to each task, and specific advice on how to approach writing your own response.

For both the writing tasks on the TOEFL iBT, the people evaluating your writing recognize that your response is a first draft. You are not expected to produce a well-researched, comprehensive essay about a highly specific, specialized topic. You can receive a high score with an essay that contains some errors.

The Integrated Writing Task

You will read a passage about an academic topic for three minutes, and then you will hear a short lecture related to the topic. Then you will be asked to summarize the points in the listening passage and explain how they relate to specific points in the reading passage.

This task gives you the opportunity to demonstrate your ability to show that you can communicate in writing about academic information you have read and listened to.

Example A reading passage like the following will appear on your computer screen. You will have 3 minutes to read the passage.

> In many organizations, perhaps the best way to approach certain new projects is to assemble a group of people into a team. Having a team of people attack a project offers several advantages. First of all, a group of people has a wider range of knowledge, expertise, and skills than any single individual is likely to possess. Also, because of the numbers of people involved and the greater resources they possess, a group can work more quickly in response to the task assigned to it and can come up with highly creative solutions to problems and issues. Sometimes these creative solutions come about because a group is more likely to make risky decisions that an individual might not undertake. This is because the group spreads responsibility for a decision to all the members and thus no single individual can be held accountable if the decision turns out to be wrong.
>
> Taking part in a group process can be very rewarding for members of the team. Team members who have a voice in making a decision will no doubt feel better about carrying out the work that is entailed by that decision than they might doing work that is imposed on them by others. Also, the individual team member has a much better chance to "shine," to get his or her contributions and ideas not only recognized but recognized as highly significant, because a team's overall results can be more far-reaching and have greater impact than what might have otherwise been possible for the person to accomplish or contribute working alone.

Then you will hear:

Narrator

Now listen to part of a lecture on the topic you just read about.

Professor

Now I want to tell you about what one company found when it decided that it would turn over some of its new projects to teams of people, and make the team responsible for planning the projects and getting the work done. After about six months, the company took a look at how well the teams performed.

On virtually every team, some members got almost a "free ride" . . . they didn't contribute much at all, but if their team did a good job, they nevertheless benefited from the recognition the team got. And what about group members who worked especially well and who provided a lot of insight on problems and issues? Well . . . the recognition for a job well done went to the group as a whole, no names were named. So it won't surprise you to learn that when the real contributors were asked how they felt about the group process, their attitude was just the opposite of what the reading predicts.

Another finding was that some projects just didn't move very quickly. Why? Because it took so long to reach consensus; it took many, many meetings to build the agreement among group members about how they would move the project along. On

the other hand, there were other instances where one or two people managed to become very influential over what their group did. Sometimes when those influencers said "That will never work" about an idea the group was developing, the idea was quickly dropped instead of being further discussed. And then there was another occasion when a couple influencers convinced the group that a plan of theirs was "highly creative." And even though some members tried to warn the rest of the group that the project was moving in directions that might not work, they were basically ignored by other group members. Can you guess the ending to this story? When the project failed, the blame was placed on all the members of the group.

The reading passage will then reappear on your computer screen, along with the following directions and writing task:

> You have **20 minutes** to plan and write your response. Your response will be judged on the basis of the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage. Typically, an effective response will be 150 to 225 words.

Summarize the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.

The writing clock will then start a countdown for 20 minutes of writing time.

How the Task Is Phrased

If the lecture challenges the information in the reading passage, the writing task will usually be phrased in one of the following ways:

- Summarize the points made in the lecture, being sure to explain how they cast doubt on specific points made in the reading passage.
- Summarize the points made in the lecture, being sure to explain how they challenge specific claims/arguments made in the reading passage.
- Summarize the points made in the lecture, being sure to specifically explain how they answer the problems raised in the reading passage.

If the lecture supports or strengthens the information in the reading passage, the writing task will usually be phrased in one of the following ways:

- Summarize the points made in the lecture, being sure to specifically explain how they support the explanations in the reading passage.
- Summarize the points made in the lecture, being sure to specifically explain how they strengthen specific points made in the reading passage.

Strategies for Raising Your Score on the Integrated Writing Task

As you read:

- Take notes on your scratch paper.
- Look for the main idea of the reading passage. The main idea often has to do with some policy or practice or some position on an issue. Or it may have to do with proposing some overall hypothesis about the way some process or procedure works or should work or how some natural phenomenon is believed to work.
- See how this main idea is evaluated or developed. Usually it will be developed in one of two ways:
  1. Arguments or explanations are presented that support the main position; for example, why there are good reasons to believe that some policy or practice will be beneficial or prove useful or advisable or perhaps why it has been a good thing in the past.
  2. Arguments or explanations or problems are brought up concerning why some policy or practice or position or hypothesis will not or does not work or will not be useful or advisable.
- You do not need to memorize the reading passage. It will reappear on your computer screen when it is time to write.
- Note points in the passage that either support the main idea or provide reasons to doubt the main idea. Typically the main idea will be developed with three points.

As you listen:

- Take notes on your scratch paper.
- Listen for information, examples, or explanations that make points in the reading passage seem wrong or less convincing or even untrue. For instance, in the example just given, the reading passage says that working in teams is a good thing because it gives individuals a chance to stand out. But the lecture says that often everyone gets equal credit for the work of a team, even if some people do not do any work at all. The reading says that work proceeds quickly on a team because there are more people involved, and each person brings his or her expertise. But the lecture completely contradicts this claim by stating that it may take a long time for the group to reach consensus. The lecture brings up the idea that the whole team can be blamed for a failure when the fault lies with only a few team members. This casts doubt on the claim in the reading that teams can take risks and be creative because no one individual is held accountable.

As you write your response:

- You may take off your headset if you wish. You will not need your headset for the remainder of the TOEFL iBT test.
- Before you start writing, briefly reread the passage, consult your notes, and make a very brief outline of the points you wish to make. You can write this outline on your scratch paper or draw lines between the notes you took on the reading and the notes you took on the lecture. You can even type your outline and notes right into the answer area and then replace these by sentences and paragraphs as you compose your response.
- Remember that you are NOT being asked for your opinion. You ARE being asked to explain how the points in the listening relate to points in the reading.
- Write in full English sentences. You can write either one long paragraph or a series of short paragraphs listing the points of opposition between the reading and the lecture. Occasional language errors will not count against you as long as they do not cause you to misrepresent the meaning of points from the reading and the lecture.
- Remember that your job is to select the important information from the lecture and coherently and accurately present this information in relation to the relevant information from the reading. Your response should contain the following:

    1. The specific ideas, explanations, and arguments in the lecture that oppose or challenge points in the reading.
    2. Coherent and accurate presentations of each point that you make; that is, the language you use should make sense and should accurately reflect the ideas presented in the lecture and the reading.
    3. A clear, coherent structure that enables the reader to understand what points in the lecture relate to what points in the reading.

- Suggested length is between 150 and 225 words. You will not be penalized if you write more, so long as what you write answers the question.
- CAUTION: You will receive a score of zero if all you do is copy words from the reading passage. You will receive a score of 1 if you write ONLY about the reading passage. *To respond successfully, you must do your best to write about the ways the points in the lecture are related to specific points in the reading.*

Integrated Writing Scoring Rubric

Here is the official Scoring Guide used by raters when they read the Integrated Writing Task.

Score	Task Description
5	A response at this level successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.
4	A response at this level is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.
3	A response at this level contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: ● Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading. ● The response may omit one major key point made in the lecture. ● Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise. ● Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.

Score	Task Description
2	A response at this level contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: ● The response significantly misrepresents or completely omits the overall connection between the lecture and the reading. ● The response significantly omits or significantly misrepresents important points made in the lecture. ● The response contains language errors or expressions that largely obscure connections or meaning at key junctures, or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.
1	A response at this level is marked by one or more of the following: ● The response provides little or no meaningful or relevant coherent content from the lecture. ● The language level of the response is so low that it is difficult to derive meaning.
0	A response at this level merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Sample Scored Responses for the Integrated Writing Task

The following were written in response to the task "Working in Teams" shown on page 196.

Score 5 Response

> The lecturer talks about research conducted by a firm that used the group system to handle their work. He says that the theory stated in the passage was very different and somewhat inaccurate when compared to what happened for real.
>
> First, some members got free rides. That is, some didn't work hard but gotrecognition for the success nontheless. This also indicates that people who worked hard was not given recognition they should have got. In other words, they weren't given the oppotunity to "shine." This derectly contradicts what the passage indicates.
>
> Second, groups were slow in progress. The passage says that groups are nore responsive than individuals because of the number of people involved and their aggregated resources. However, the speaker talks about how the firm found out that groups were slower than individuals in dicision making. Groups needed more time for meetings, which are neccesary procceedures in decision making. This was another part where experience contradicted theory.
>
> Third, influetial people might emerge, and lead the group towards glory or failure. If the influent people are going in the right direction there would be no problem. But in cases where they go in the wrong direction, there is nobody that has enough influence to counter the decision made. In other words, the group might turn into a dictatorship, with the influential party as the leader, and might be less flexible in thinking. They might become one-sided, and thus fail to succeed.

Rater's Comments

There are several errors of spelling, word formation, and subject-verb agreement in this response; however, most of these errors seem to be the result of typing errors common to first drafts. This writer does an excellent job of presenting the lecturer's points that contradict the arguments made in reading passage. The writer is very specific and has organized his points so that they are parallel with one another: in each of the supporting paragraphs, the lecturer's observation of what really happened is given first, then explicitly connected to a theoretical point from the reading. The final paragraph contains one noticeable error ("influent"), which is then used correctly two sentences later ("influential"). Overall, this is a successful response and earns a score of 5.

Score 4 Response

> The lecture that followed the paragraph on the team work in organizations, gave some negative views of the team work itself. Firstly, though it was said in the paragraph that the whole team idea would probably be faster than the individual work, it was said in the lecture just the opposite: it could actually be a lot slower. That is because team members would sometimes take more time than needed just to reach the same conclussions, or just even to simply decide where to go from certain point to the next on.
>
> Secondly, paragraph suggests that by doing work as a team might give you an "edge," the lecture suggests that that might also be a negative thing as well. The people who made themselves leaders in the group may just be wrong in certain decisions, or just simple thing something is so creative, when in reality it is not and it would not work, but the rest of the people would nevertheless still follow them, and end up not doing well at all.
>
> And lastly, paragraph says that everyone feels responsible for their own part, and all together they are all more effective as a team. The lecture suggests quite the opposite in this case as well. It suggests that some team members are there only for the "free ride," and they don't do much of anything to contribute, but still get the credit as a whole.

Rater's Comments

The writer of this response is clearly attempting to interweave the points from the passage and lecture and does a good job of discussing what the lecturer says about group decision-making and the issue of some group members failing to contribute. The writer's second point, however, is not as clearly stated as the first and third points. The key sentence in this paragraph ("The people who made themselves leaders in the group may just be wrong in certain decisions, or just simple thing something is so creative, when in reality it is not and it would not work, but the rest of the people would nevertheless still follow them, and end up not doing well at all") is difficult to follow. This is what the Scoring Guide calls "an occasional lapse of clarity" in a response that earns a score of 4. Overall, this is still a very strong response that directly addresses the task and generally presents the relevant information from the lecture.

Score 3 Response

The lecturer provide the opposite opinion concerning what the article offered. The team work often bring negative effet. As we all know superficially, team work and team spirits are quite popular in today's business world and also the fashionable terms.

However, the lecturer find deeper and hiding results.

Firstly, the working results of team members can't be fully valued. For example, if a team member does nothing in the process of team discussion, decision making and final pratice, his or her work deliquency will not be recognized because we only emphasize team work. Also, the real excellent and creative member's work might be obliterated for the same reason.

Secondly, the team work might lose its value when team members are leading by several influential people in the group. One of the essential merits of team is to avoid the individule wrong. But one or two influential or persuasive people will make the team useless.

Thirdly, team work oftem become the excuse of taking responsibillity. All in charge, nobody care.

All in all, what we should do is the fully distinguish the advantages and disadvantages of a concept or widely used method. That is to keep the common sense.

Rater's Comments

This response frames the issue well. The first point is clearly stated and accurately conveys the lecturer's comments about team members who contribute very little and team members who contribute a great deal. However, the writer discusses the second point about influencers in somewhat error-prone or vague and non-idiomatic language ("hiding results," "working results" and "when team members are leading by . . . influential people"). The point about influencers drops off at making the team "useless" and does not fully explain the reason these influencers create problems. The final point beginning with the word "thirdly" is not fully related to the passage and lecture, and the meaning of it is unclear. This response illustrates many of the typical features that can cause a response to receive the score of 3.

Score 2 Response

> In a company's experement, some new projects were planed and acomplished by different teams. Some teams got very good results while some teams didn't. That is to say it's not nessesary for teams to achieve more than individuals do because some team members may only contribute a little in a team for they may relying on the others to do the majority.
>
> Another thing is the recognition for the achievement by the team is for the whole team, for everyone in the team. It's not only the dicision makers in the team feel good after successfully finishing the project, but also every member in the team.
>
> It is also showed in the lecture that in a team with one or two leaders, sometimes good ideas from some team member are dropped and ignored while sometimes they may be highly creative. In some teams decisions were made without collecting ideas from all team members. Then it would be hard to achieve creative solutions.
>
> For those failed projects, blames are always given to the whole team even though it's the leader or someone in the team who caught the unexpected result.

Rater's Comments

Although it has the appearance of a stronger response, on close reading, this example suffers from significant problems with connecting ideas and misrepresenting points. For instance, the third sentence of paragraph 1 seems to be getting at a point from the lecture ("some team members may contribute only a little . . ."). However, it is couched in such a way that makes it very unclear how it relates to the point of the task ("That is to say it's not necessary for teams to achieve more than individuals do because some team members may only contribute "). In addition, it is not clear where the information in paragraph 2 is coming from and what point the writer is trying to make. In paragraph 3 the writer tries to make a point about influencers, but again, it is not clear what information relates to what. For all these reasons, this response earns a score of 2.

Score 1 Response

> In this lecture, the example shows only one of the group succeed the project. Why the group will succeed on this project it is because of few factor.
>
> First of all,a group of people has a wider range of knowledge,expertise,and skills than any single individual is like to prossess, and easier to gather the information and resources to make the work effectively and the group will willingly to trey sometihing is risky decision to make the project for interesting and suceessful it is because all the member of the group carries the differnt responsibility for a decision, so once the decision turn wrong, no a any individual one will be blame for the whole responsiblity.
>
> On the other way, the groups which are fail the project is because they are lay on some more influence people in the group,so even the idea is come out. Once the inflenced people say that is no good, then the process of the idea will be drop down immediately instead taking more further discussion! So the idea will not be easy to settle down for a group.
>
> The form of the group is very important, and each of the member should be respect another and try out all the idea others had suggested, then it will develop a huge idea and the cooperate work environment for each other for effectively work!

Rater's Comments

The level of language used in this response is fairly low, and it is lowest in the second paragraph, which is the only reference to the lecture. Because the reader has difficulty gleaning meaning from that paragraph, the response contributes little coherent information and therefore earns a score of 1.

The Independent Writing Task

The second task in the Writing section of TOEFL iBT is the Independent Writing Task. You are presented with a question, and you have 30 minutes to write an essay in response. The question asks you to give your opinion on an issue. Here is how the question is typically phrased:

> Do you agree or disagree with the following statement?
>
> *[A sentence or sentences that present an issue appear here.]*
>
> Use specific reasons and examples to support your answer.

An effective response is typically about 300 words long. If you write fewer than 300 words, you may still receive a top score, but experience has shown that shorter responses typically do not demonstrate the development of ideas needed

to earn a score of 5. There is no maximum word limit. You may write as much as you wish in the time allotted. But do not write just to be writing; write to respond to the topic. The number of ideas you express is important, but it is the quality of your ideas and the effectiveness with which you express them that will be most valued by the raters.

Example Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship.

Use specific reasons and examples to support your answer.

Essay-Writing Tips

- Think before you write. Make a brief outline or some notes on scratch paper to help you organize your thoughts. You can even type your outline and notes right in the answer area on the computer and then replace your outline with sentences and paragraphs.
- Keep track of your time. Try to finish writing your essay by the time the clock counts down to 4 or 5 minutes. Use the remaining time to check your work and make final changes. At the end of 30 minutes your essay will be automatically saved.

How Essays Are Scored

Raters will judge the quality of your writing. They will consider how well you develop your ideas, how well you organize your essay, and how well you use language to express your ideas.

Development is the amount and kinds of support (examples, details, reasons) for your ideas that you present in your essay. To get a top score, your essay should be, according to the rater guidelines, "well developed, using clearly appropriate explanations, exemplifications, and/or details." The raters will judge whether you have addressed the topic and how well your details, examples, and reasons support your ideas.

Do not "memorize" long introductory and concluding paragraphs just to add words to your essay. Raters will not look favorably on wordy introductory and concluding paragraphs such as the following:

"The importance of the issue raised by the posed statement, namely creating a new holiday for people, cannot be underestimated as it concerns the very fabric of society. As it stands, the issue of creating a new holiday raises profound implications for the future. However, although the subject matter in general cannot be dismissed lightheartedly, the perspective of the issue as presented by the statement raises certain qualms regarding practical application."

"In conclusion, although I have to accept that it is imperative that something be done about creating a new holiday for people and find the underlying thrust of the implied proposal utterly convincing, I cannot help but feel wary of taking such irrevocable steps and personally feel that a more measured approach would be more rewarding."

Likewise, raters will not look favorably on paragraphs like the following one, which uses a lot of words but fails to develop any real ideas:

"At the heart of any discussion regarding an issue pertaining to creating a new holiday, it has to be borne in mind that a delicate line has to be trod when dealing with such matters. The human resources involved in such matters cannot be guaranteed regardless of all the good intentions that may be lavished. While it is true that creating a new holiday might be a viable and laudable remedy, it is transparently clear that applied wrongly such a course of action could be calamitous and compound the problem rather than provide a solution."

In your writing, make sure you develop some solid ideas about the given topic. Don't just use a lot of words saying that a certain issue exists. Your essay may be 300 or even 400 words long, but if it consists largely of the sorts of empty or content-free paragraphs shown above, you'll probably earn a score of just 1 or 2.

Organization is something that raters notice—when you fail to organize. If an essay is organized, a reader will be able to read it from beginning to end without becoming confused. Writing in paragraphs and marking transitions from one idea to another in various ways usually helps the reader to follow your ideas. But be aware that just using transition words such as *first* or *second* does not guarantee that your essay is organized. The points you make must all relate to the topic of the essay and to the main idea you are presenting in response. In other words, your essay should be unified. The scoring guide mentions "unity" as well as "progression" and "coherence"—these are terms that all have to do with how well your essay is organized and how easy it is for the reader to follow your ideas. To earn a top score, you need to avoid redundancy (repetition of ideas), digression (points that are not related to your main point, that take away from the "unity" of your ideas), and unclear connections (places where it is hard for the reader to understand how two ideas or parts of your writing are related).

Language use is the third criterion on which your essay will be judged. To get a top score, an essay must display "consistent facility in the use of language." There should be a variety of sentence structures, and word choice should be appropriate. If your essay includes a few minor lexical or grammar errors, you can still get a high score. However, if you make a lot of grammar errors and if those errors make it hard to understand your meaning, you will get a lower score. Raters will also judge your essay based on the complexity of sentence structures and on the quality and complexity of your vocabulary. If you use very simple sentences and very basic vocabulary, you will probably not be able to express very complex ideas. If your language is hard to follow, your sentences are overly simple, and your vocabulary is limited, you may score no higher than a 3 no matter how impressive your ideas may be.

Independent Writing Scoring Rubric

Score	Task Description
5	An essay at this level largely accomplishes all of the following: ● Effectively addresses the topic and task ● Is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details ● Displays unity, progression, and coherence ● Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	An essay at this level largely accomplishes all of the following: ● Addresses the topic and task well, though some points may not be fully elaborated ● Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details ● Displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections ● Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form, or use of idiomatic language that do not interfere with meaning
3	An essay at this level is marked by one or more of the following: ● Addresses the topic and task using somewhat developed explanations, exemplifications, and/or details ● Displays unity, progression, and coherence, though connection of ideas may be occasionally obscured ● May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning ● May display accurate but limited range of syntactic structures and vocabulary

Score	Task Description
2	An essay at this level may reveal one or more of the following weaknesses: ● Limited development in response to the topic and task ● Inadequate organization or connection of ideas ● Inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task ● A noticeably inappropriate choice of words or word forms ● An accumulation of errors in sentence structure and/or usage
1	An essay at this level is seriously flawed by one or more of the following weaknesses: ● Serious disorganization or underdevelopment ● Little or no detail, or irrelevant specifics, or questionable responsiveness to the task ● Serious and frequent errors in sentence structure or usage
0	An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Sample Scored Responses for the Independent Writing Task

The following essays are responses to this Independent Writing Task:

Do you agree or disagree with the following statement?

Always telling the truth is the most important consideration in any relationship.

Use specific reasons and examples to support your answer.

This topic supports a variety of approaches. Some writers disagree with the statement and describe instances where to them it is appropriate to lie; typically these include white lies, lies to avoid hurting others, and lies in a business context (which often have more to do with not disclosing proprietary information than with outright lying). Others take the position that lies beget more lies and undermine trust. These writers present examples that support the statement. Still others look at both sides of the issue, often delineating or classifying situations where they consider lying appropriate and others where they consider lying inappropriate or more consequential. The telling of stories—real and hypothetical—is not inappropriate; it is reasonable to illustrate one's ideas on this topic with examples.

Score 5 Essay

DISHONESTY KILLS RELIABILITY

There are certain considerations or factors that everyone takes into account in a relationship. People may look for honesty, altruism, understanding, loyalty, being thoughtful etc! Everyone would more or less wish that the person s/he is dealing with, has some of these virtues above. Putting them in an order according to their importance, however can be very subjective and relative.

When someone asks him/herself the question "What do I consider to be the most important thing in my relationship?" the answer depends on a lot of factors such as how his/her earlier relationships were.

After stating that everyone's opinion can be different about this, for me honesty, in other words, always telling the truth is the most important consideration in a relationship. Opposite of this is inarguably lying and if someone needs to lie, either s/he is hiding something or is afraid of telling me something.

In any relationship of mine, I would wish that first of all, the person I'm dealing with is honest. Even though s/he thinks that s/he did something wrong that I wouldn't like, s/he'd better tell me the truth and not lie about it. Later on if I find out about a lie or hear the truth from someone else, that'd be much more unpleasant. In that case how can I ever believe or trust that person again? How can I ever believe that this person has enough confidence in me to forgive him/her and carry on with the relationship from there. So if I cannot trust a person anymore, if the person doesn't think I can handle the truth, there's no point to continuing that relationship.

Although I would like to see altruistic, understanding, thoughtful and loyal

behavior from people, an instance of the opposite of these behaviors would not upset me as much as dishonesty would. Among all the possible behaviors, dishonesty is the only one for me that terminates how I feel about a person's reliability. Therefore honesty would be my first concern and the most important consideration in a relationship.

Rater's Comments

In this response the writer first approaches the topic by underscoring that a number of character traits are important to a relationship. The writer then effectively develops an argument that unlike other negative behaviors, dishonesty or unwillingness to fully disclose some bad action cannot be forgiven and can be the most important factor in destroying a relationship. The writer's language is fluent, accurate, and varied enough to effectively support the progression and connection of ideas. There is a variety of sentence structures, including rhetorical questions. The essay is not mechanically perfect, but as long as such errors are occasional, minor, and do not interfere with the reader's understanding, an essay like this one can still earn a top score.

Score 4 Essay

Always telling the truth in any relationship is really the most important consideration for many reasons. I could say that when you lie to someone, this person will not trust you anymore and what is a relationship based on? Trust, confidence, so the sense of relationship is being lost. Another point is that if the true is ommited once, it will surely appear sometime, somewhere and probably in the most unexpected way, causing lots of problems for the ones involved. So, the truth is the basis for everything.

First, confidence is the most important aspect of a friendship or a marriage, or anything like that, so, once it is lost, the whole thing goes down in a way that no one can bear it. To avoid losing confidence, there is only one way, telling the truth, lying will just help throwing it away. For example, a couple decided to go out on the weekend, but the man has a party to go with his friends to where he can not take his girlfriend and then he lies to her saying that he is sick and can not go to the date. She undertands him and they do not see each other in that weekend, but he goes to the party and has much fun. Suppose on monday, the girl talks to a friend that saw him at the party and asked why did not she go with him. She found out the true and all confidence was lost, the basis for their relation is now gone and what happens next is that they break up or if they do not, he will persist on lyes and someday it will end.

What happened to this couple is very common around here and many relationships, even friends and marriages end because of something like that. Some may argue that lying once or another will not interfere anything and it is part of a relation, but I strongly disagree, the most important thing is the true, even if it is to determine the end of a relation, it must be told. There are more chances to end something lying than saying what really happened

Rater's Comments

This essay earned a score of 4. It clearly develops reasons why lying is a bad thing, with a first paragraph that introduces the writer's position ("truth is the basis for everything"), a hypothetical story in paragraph 2, and a final paragraph that entertains and quickly dismisses a possible counterargument. All this amounts to solid development of the idea. The response displays facility in language use through a variety of sentence structures and the use of clear transitions between sentences. However, sometimes the writer's sentences include noticeable errors in word form ("if the true is ommited," "lying will just help throwing it away," "lying once or another," "persist on lyes"), and in some places the writer extends, or "runs on," a sentence to include many steps in the argument when using two or more sentences would make the relationships between ideas clearer. "Some may argue that lying once or another will not interfere anything and it is part of a relation, but I strongly disagree, the most important thing is the true, even if it is to determine the end of a relation, it must be told."

Score 3 Essay

Some people believe that it is one of the most important value in many relationships to tell the truth all the time. However, it cannot be always the best choice to tell the truth in many situatioins. Sometimes white lies are indispensible to keep relationships more lively and dilightly. There are some examples to support this idea.

Firstly, in the relationships between lovers, it is often essential to compliment their lovers on their appearance and their behavior. Even though they do not think that their boyfriend or girlfriend looks good on their new shoes and new clothes, it will probably diss them by telling the truth. On the other hand, little compliments will make them confident and happy making their relationship more tight.

Secondly, parents need to encourage their children by telling lies. Even if they are doing bad work on studying or exercising, telling the truth will hurt their hearts. What they need is a little encouraging words instead of truthful words.

Thirdly, for some patients telling them their current state of their desease will probably desperate them. It is accepted publically not to let the patients know the truth. They may be able to have hope to overcome their desease without knowing the truth.

In conclusion, it is not always better to tell the truth than lies. Some lies are acceptable in terms of making people's life more profusely. Not everybody has to know the truth, and it will lead them more happier not knowing it. In these cases, white lies are worth to be regarded as a virtue of people's relationships

Rater's Comments

This essay focuses on explaining why "white lies" are sometimes appropriate. The explanations here are "somewhat developed." Each example supports the writer's main point, but in every case, the writer does not say why the positive effect of the "white lie" outweighs any negative effect. There is inconsistent control of structure and vocabulary, with some errors in both structure and vocabulary

obscuring meaning: "keep relationships . . . dilightly," "will probably desperate them," "making peoples life more profusely," "it will lead them more happier not knowing it." These weaknesses and errors earn this essay a score of 3.

Score 2 Essay

Recently, there is a big debate on the issue that telling the truth or not is the most important consideration in the relationship between people. For my experience, I think telling a truth is the most important consideration in people's relationship. In the following, I will illustrate my opinion by two reasons.

First of all, honest make the trust stronger between friends or colleages. As we know, if people tell a lie to others he will not be trusted. When he tell a truth, others will believe that he tells a lie. For example, a person who is honest to others, can get real help and get trust of others.

Secondly, telling a lie always makes things worse not only in work but also in family life. When somebody do something wrong in his job he should annouce his mistake to his manager. If he don't do that others may continue their jobs base on the mistake. Consequently, the work will be worse and worse.

On the contrary, sometimes it is better to tell a lie to others, such as telling a lie to a patient. As we know, the sick become worse when a cancer patient know his illness. A good way to protect their life is to tell a lie. So that many doctors will not tell the truth to a dying patient.

To sum up, people should tell the truth to maintain their relationship with other people, although sometimes people have to tell a lie. People can get trust when they are honest to others.

Rater's Comments

This essay is quite long; but even though it uses several examples, each idea is only partly developed, and the connections among ideas are weak or contradictory. For instance, in paragraph 2 the first sentence says, "honest make the trust stronger." The next two sentences present a contrast: "if people tell a lie to others he will not be trusted" then "when he tell a truth, others will believe that he tells a lie." Then the last sentence in the paragraph says, "For example, a person who is honest to others, can get real help and get trust of others." But that is not an example of the previous sentence and only confuses the reader. This last sentence does not advance the progression of ideas much beyond the first sentence and certainly is not an example of the point made by the second and third sentences. Thus connections throughout this paragraph are tenuous. Paragraph 3 begins by saying that telling a lie makes things worse at work and at home, but it doesn't follow through at all on the latter. The "On the contrary" paragraph comes as a surprise to the reader since paragraph 1 said that the writer was going to give two reasons why telling the truth was the most important consideration in human relationships. Because of all these weaknesses, this essay earns a score of 2.

Score 1 Essay

Nowadays, many people think that the people who always telling the true is the most inportant consideration in any relationship between human. but another think that is necessary to tell some lies. It is seldom to reach the same issue.I agree with the first thinking because of the following reasons.

First fo all, we all live in the realized world , people can respect you unless you want to use correct method to communicate with other people. It is very important, especially in business , if you want to recieve the good resulit ,you must tell the ture about your own so that gain the considement.

Secondly, if you are honest man/woman, many people may be want to make friend with you. You can have more chance to communate with other people . you may be gain more information from them.

However,sometimes we must speak some lie.for examlpe, when our relatives have heavy illness such as cancer,we couldn't telling them the ture. because that not good for their health,and may be affect their life.

In conclusion,tellingthe ture is the people good behavire .we must require most of people to tell the ture.thus,we can see the better world in our life unless we always tell the ture.

Rater's Comments

This essay contains serious and frequent errors in sentence structure and usage. Paragraph 2 beginning "First fo all" is nearly incomprehensible and contains vocabulary that is either vague at best or non-standard English ("realized world," "considement"). Paragraph 3 is completely vague, and paragraph 4 (actually one sentence), though it mentions a familiar example, is poorly expressed and certainly underdeveloped. For all these reasons, this essay rates a score of 1.

The Independent Writing Topics

The following is a list of the actual Independent Writing topics that were eligible for use on former versions of the TOEFL test. You will see topics very similar to these on the TOEFL iBT test. Whatever the topic, you will be asked to give your opinion and to support your opinion with specific reasons and examples.

It does not matter whether you agree or disagree with the topic; the raters are trained to accept all varieties of opinions. What matters are the skills discussed in the previous section: your ability to respond directly to the question, to take a clear position, and to write an essay characterized by good organization, proper use of supporting examples, sentence variety, correct sentence structures, and appropriate vocabulary.

None of the topics requires specialized knowledge. Most topics are general and are based on the common experience of people in general and students in particular.

What should you do with this list of topics? To prepare for the Writing section of TOEFL iBT test, you should choose topics from the list and practice writing essays in response. Make sure you time yourself, taking 30 minutes to read the question, plan your work, and write your essay. After completing the essay, read it over and compare it with the scoring guide. Or better yet, have a friend or teacher evaluate the essay against the scoring criteria and give you feedback.

Topic List

- People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.
- Nowadays, food has become easier to prepare. Has this change improved the way people live? Use specific reasons and examples to support your answer.
- It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why? Use specific reasons and examples to support your answer.
- A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.
- If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.
- How do movies or television influence people's behavior? Use reasons and specific examples to support your answer.

- Do you agree or disagree with the following statement? Television has destroyed communication among friends and family. Use specific reasons and examples to support your opinion.
- Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Use specific reasons and details to support your answer.
- "When people succeed, it is because of hard work. Luck has nothing to do with success." Do you agree or disagree with the quotation above? Use specific reasons and examples to explain your position.
- Do you agree or disagree with the following statement? Universities should give the same amount of money to their students' sports activities as they give to their university libraries. Use specific reasons and examples to support your opinion.
- Many people visit museums when they travel to new places. Why do you think people visit museums? Use specific reasons and examples to support your answer.
- Some people prefer to eat at food stands or restaurants. Other people prefer to prepare and eat food at home. Which do you prefer? Use specific reasons and examples to support your answer.
- Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.
- Neighbors are the people who live near us. In your opinion, what are the qualities of a good neighbor? Use specific details and examples in your answer.
- It has recently been announced that a new restaurant may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Use specific reasons to develop your essay.
- What are some important qualities of a good supervisor (boss)? Use specific details and examples to explain why these qualities are important.
- Should governments spend more money on improving roads and highways, or should governments spend more money on improving public transportation (buses, trains, subways)? Why? Use specific reasons and details to develop your essay.
- It is better for children to grow up in the countryside than in a big city. Do you agree or disagree? Use specific reasons and examples to develop your essay.
- In general, people are living longer now. Discuss the causes of this phenomenon. Use specific reasons and details to develop your essay.

- We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker (someone you work closely with)? Use reasons and specific examples to explain why these characteristics are important.
- In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
- A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.
- It has recently been announced that a large shopping center may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- It has recently been announced that a new movie theater may be built in your neighborhood. Do you support or oppose this plan? Why? Use specific reasons and details to support your answer.
- Do you agree or disagree with the following statement? People should sometimes do things that they do **not** enjoy doing. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Television, newspapers, magazines, and other media pay too much attention to the personal lives of famous people such as public figures and celebrities. Use specific reasons and details to explain your opinion.
- Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer.
- It has recently been announced that a new high school may be built in your community. Do you support or oppose this plan? Why? Use specific reasons and details in your answer.
- Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion.
- Is it better to enjoy your money when you earn it or is it better to save your money for some time in the future? Use specific reasons and examples to support your opinion.
- You have received a gift of money. The money is enough to buy either a piece of jewelry you like or tickets to a concert you want to attend. Which would you buy? Use specific reasons and details to support your answer.
- Businesses should hire employees for their entire lives. Do you agree or disagree? Use specific reasons and examples to support your answer.

- Do you agree or disagree with the following statement? Attending a live performance (for example, a play, concert, or sporting event) is more enjoyable than watching the same event on television. Use specific reasons and examples to support your opinion.
- Choose **one** of the following transportation vehicles and explain why you think it has changed people's lives.
  - automobiles
  - bicycles
  - airplanes

  Use specific reasons and examples to support your answer.
- Do you agree or disagree that progress is always good? Use specific reasons and examples to support your answer.
- Learning about the past has no value for those of us living in the present. Do you agree or disagree? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? With the help of technology, students nowadays can learn more information and learn it more quickly. Use specific reasons and examples to support your answer.
- The expression "Never, never give up" means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.
- Some people think that human needs for farmland, housing, and industry are more important than saving land for endangered animals. Do you agree or disagree with this point of view? Why or why not? Use specific reasons and examples to support your answer.
- What is a very important skill a person should learn in order to be successful in the world today? Choose **one** skill and use specific reasons and examples to support your choice.
- Why do you think some people are attracted to dangerous sports or other dangerous activities? Use specific reasons and examples to support your answer.
- Some people like to travel with a companion. Other people prefer to travel alone. Which do you prefer? Use specific reasons and examples to support your choice.
- Some people prefer to get up early in the morning and start the day's work. Others prefer to get up later in the day and work until late at night. Which do you prefer? Use specific reasons and examples to support your choice.
- What are the important qualities of a good son or daughter? Have these qualities changed or remained the same over time in your culture? Use specific reasons and examples to support your answer.
- Some people prefer to work for a large company. Others prefer to work for a small company. Which would you prefer? Use specific reasons and details to support your choice.

- People work because they need money to live. What are some **other** reasons that people work? Discuss one or more of these reasons. Use specific examples and details to support your answer.
- Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, or telephone calls. Use specific reasons and details to support your answer.
- Some people like to do only what they already do well. Other people prefer to try new things and take risks. Which do you prefer? Use specific reasons and examples to support your choice.
- Some people believe that success in life comes from taking risks or chances. Others believe that success results from careful planning. In your opinion, what does success come from? Use specific reasons and examples to support your answer.
- What change would make your hometown more appealing to people your age? Use specific reasons and examples to support your opinion.
- Do you agree or disagree with the following statement? The most important aspect of a job is the money a person earns. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? One should never judge a person by external appearances. Use specific reasons and details to support your answer.
- Do you agree or disagree with the following statement? A person should never make an important decision alone. Use specific reasons and examples to support your answer.
- A company is going to give some money either to support the arts or to protect the environment. Which do you think the company should choose? Use specific reasons and examples to support your answer.
- Some movies are serious, designed to make the audience think. Other movies are designed primarily to amuse and entertain. Which type of movie do you prefer? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Businesses should do anything they can to make a profit. Use specific reasons and examples to support your position.
- Some people are always in a hurry to go places and get things done. Other people prefer to take their time and live life at a slower pace. Which do you prefer? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Games are as important for adults as they are for children. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Parents or other adult relatives should make important decisions for their older (15- to 18-year-old) teenage children. Use specific reasons and examples to support your opinion.

- What do you want **most** in a friend—someone who is intelligent, someone who has a sense of humor, or someone who is reliable? Which **one** of these characteristics is most important to you? Use reasons and specific examples to explain your choice.
- Do you agree or disagree with the following statement? Most experiences in our lives that seemed difficult at the time become valuable lessons for the future. Use reasons and specific examples to support your answer.
- Some people prefer to work for themselves or own a business. Others prefer to work for an employer. Would you rather be self-employed, work for someone else, or own a business? Use specific reasons to explain your choice.
- Should a city try to preserve its old, historic buildings or destroy them and replace them with modern buildings? Use specific reasons and examples to support your opinion.
- Do you agree or disagree with the following statement? Classmates are a more important influence than parents on a child's success in school. Use specific reasons and examples to support your answer.
- If you were an employer, which kind of worker would you prefer to hire: an inexperienced worker at a lower salary or an experienced worker at a higher salary? Use specific reasons and details to support your answer.
- Many teachers assign homework to students every day. Do you think that daily homework is necessary for students? Use specific reasons and details to support your answer.
- If you could study a subject that you have never had the opportunity to study, what would you choose? Explain your choice, using specific reasons and details.
- Some people think that the automobile has improved modern life. Others think that the automobile has caused serious problems. What is your opinion? Use specific reasons and examples to support your answer.
- Which would you choose: a high-paying job with long hours that would give you little time with family and friends **or** a lower-paying job with shorter hours that would give you more time with family and friends? Explain your choice, using specific reasons and details.
- Do you agree or disagree with the following statement? Grades (marks) encourage students to learn. Use specific reasons and examples to support your opinion.
- Some people say that computers have made life easier and more convenient. Other people say that computers have made life more complex and stressful. What is your opinion? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? The best way to travel is in a group led by a tour guide. Use specific reasons and examples to support your answer.

- Some universities require students to take classes in many subjects. Other universities require students to specialize in one subject. Which is better? Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Children should begin learning a foreign language as soon as they start school. Use specific reasons and examples to support your position.
- Do you agree or disagree with the following statement? Boys and girls should attend separate schools. Use specific reasons and examples to support your answer.
- Is it more important to be able to work with a group of people on a team or to work independently? Use reasons and specific examples to support your answer.
- Your city has decided to build a statue or monument to honor a famous person in your country. Whom would you choose? Use reasons and specific examples to support your choice.
- Describe a custom from your country that you would like people from other countries to adopt. Explain your choice, using specific reasons and examples.
- Do you agree or disagree with the following statement? Technology has made the world a better place to live. Use specific reasons and examples to support your opinion.
- Do you agree or disagree with the following statement? Advertising can tell you a lot about a country. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Modern technology is creating a single world culture. Use specific reasons and examples to support your opinion.
- Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Use specific reasons and examples to support your opinion.
- A foreign visitor has only one day to spend in your country. Where should this visitor go on that day? Why? Use specific reasons and details to support your choice.
- If you could go back to some time and place in the past, when and where would you go? Why? Use specific reasons and details to support your choice.
- What discovery in the last 100 years has been most beneficial for people in your country? Use specific reasons and examples to support your choice.
- Do you agree or disagree with the following statement? Telephones and e-mail have made communication between people less personal. Use specific reasons and examples to support your opinion.
- If you could travel back in time to meet a famous person from history, what person would you like to meet? Use specific reasons and examples to support your choice.

- If you could meet a famous entertainer or athlete, who would that be, and why? Use specific reasons and examples to support your choice.
- If you could ask a famous person one question, what would you ask? Why? Use specific reasons and details to support your answer.
- Some people prefer to live in places that have the same weather or climate all year long. Others like to live in areas where the weather changes several times a year. Which do you prefer? Use specific reasons and examples to support your choice.
- Many students have to live with roommates while going to school or university. What are some of the important qualities of a good roommate? Use specific reasons and examples to explain why these qualities are important.
- Do you agree or disagree with the following statement? Dancing plays an important role in a culture. Use specific reasons and examples to support your answer.
- Some people think governments should spend as much money as possible exploring outer space (for example, traveling to the moon and to other planets). Other people disagree and think governments should spend this money on our basic needs on Earth. Which of these two opinions do you agree with? Use specific reasons and details to support your answer.
- People have different ways of escaping the stress and difficulties of modern life. Some read; some exercise; others work in their gardens. What do you think are the best ways of reducing stress? Use specific details and examples in your answer.
- Do you agree or disagree with the following statement? Teachers should be paid according to how much their students learn. Give specific reasons and examples to support your opinion.
- If you were asked to send one thing representing your country to an international exhibition, what would you choose? Why? Use specific reasons and details to explain your choice.
- You have been told that dormitory rooms at your university must be shared by two students. Would you rather have the university assign a student to share a room with you, or would you rather choose your own roommate? Use specific reasons and details to explain your answer.
- Some people think that governments should spend as much money as possible on developing or buying computer technology. Other people disagree and think that this money should be spent on more basic needs. Which one of these opinions do you agree with? Use specific reasons and details to support your answer.
- Some people like doing work by hand. Others prefer using machines. Which do you prefer? Use specific reasons and examples to support your answer.
- Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

- In your opinion, what is the most important characteristic (for example, honesty, intelligence, a sense of humor) that a person can have to be successful in life? Use specific reasons and examples from your experience to explain your answer.
- It is generally agreed that society benefits from the work of its members. Compare the contributions of artists to society with the contributions of scientists to society. Which type of contribution do you think is valued more by your society? Give specific reasons to support your answer.
- Students at universities often have a choice of places to live. They may choose to live in university dormitories, or they may choose to live in apartments in the community. Compare the advantages of living in university housing with the advantages of living in an apartment in the community. Where would you prefer to live? Give reasons for your preference.
- You need to travel from your home to a place 40 miles (64 kilometers) away. Compare the different kinds of transportation you could use. Tell which method of travel you would choose. Give specific reasons for your choice.
- Some people believe that a college or university education should be available to all students. Others believe that higher education should be available only to good students. Discuss these views. Which view do you agree with? Explain why.
- Some people believe that the best way of learning about life is by listening to the advice of family and friends. Other people believe that the best way of learning about life is through personal experience. Compare the advantages of these two different ways of learning about life. Which do you think is preferable? Use specific examples to support your preference.
- When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Support your answer with specific details.
- Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends? Use specific reasons to support your answer.
- Some people prefer to spend time with one or two close friends. Others choose to spend time with a large number of friends. Compare the advantages of each choice. Which of these two ways of spending time do you prefer? Use specific reasons to support your answer.
- Some people think that children should begin their formal education at a very early age and should spend most of their time on school studies. Others believe that young children should spend most of their time playing. Compare these two views. Which view do you agree with? Why?
- The government has announced that it plans to build a new university. Some people think that your community would be a good place to locate the university. Compare the advantages and disadvantages of establishing a new university in your community. Use specific details in your discussion.

- Some people think that the family is the most important influence on young adults. Other people think that friends are the most important influence on young adults. Which view do you agree with? Use examples to support your position.
- Some people prefer to plan activities for their free time very carefully. Others choose not to make any plans at all for their free time. Compare the benefits of planning free-time activities with the benefits of not making plans. Which do you prefer—planning or not planning for your leisure time? Use specific reasons and examples to explain your choice.
- People learn in different ways. Some people learn by doing things; other people learn by reading about things; others learn by listening to people talk about things. Which of these methods of learning is best for you? Use specific examples to support your choice.
- Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. Compare the advantages of having friends who are different from you with the advantages of having friends who are similar to you. Which kind of friend do you prefer for yourself? Why?
- Some people enjoy change, and they look forward to new experiences. Others like their lives to stay the same, and they do not change their usual habits. Compare these two approaches to life. Which approach do you prefer? Explain why.
- Do you agree or disagree with the following statement? People behave differently when they wear different clothes. Do you agree that different clothes influence the way people behave? Use specific examples to support your answer.
- Decisions can be made quickly, or they can be made after careful thought. Do you agree or disagree with the following statement? The decisions that people make quickly are always wrong. Use reasons and specific examples to support your opinion.
- Some people trust their first impressions about a person's character because they believe these judgments are generally correct. Other people do not judge a person's character quickly because they believe first impressions are often wrong. Compare these two attitudes. Which attitude do you agree with? Support your choice with specific examples.
- Do you agree or disagree with the following statement? People are never satisfied with what they have; they always want something more or something different. Use specific reasons to support your answer.
- Do you agree or disagree with the following statement? People should read only those books that are about real events, real people, and established facts. Use specific reasons and details to support your opinion.
- Do you agree or disagree with the following statement? It is more important for students to study history and literature than it is for them to study science and mathematics. Use specific reasons and examples to support your opinion.

- Do you agree or disagree with the following statement? All students should be required to study art and music in secondary school. Use specific reasons to support your answer.
- Do you agree or disagree with the following statement? There is nothing that young people can teach older people. Use specific reasons and examples to support your position.
- Do you agree or disagree with the following statement? Reading fiction (such as novels and short stories) is more enjoyable than watching movies. Use specific reasons and examples to explain your position.
- Some people say that physical exercise should be a required part of every school day. Other people believe that students should spend the whole school day on academic studies. Which opinion do you agree with? Use specific reasons and details to support your answer.
- A university plans to develop a new research center in your country. Some people want a center for business research. Other people want a center for research in agriculture (farming). Which of these two kinds of research centers do you recommend for your country? Use specific reasons in your recommendation.
- Some young children spend a great amount of their time participating in sports. Discuss the advantages and disadvantages of this. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Only people who earn a lot of money are successful. Use specific reasons and examples to support your answer.
- If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.
- Do you agree or disagree with the following statement? A person's childhood years (the time from birth to twelve years of age) are the most important years of a person's life. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? Children should be required to help with household tasks as soon as they are able to do so. Use specific reasons and examples to support your answer.
- Some high schools require all students to wear school uniforms. Other high schools permit students to decide what to wear to school. Which of these two school policies do you think is better? Use specific reasons and examples to support your opinion.
- Do you agree or disagree with the following statement? Playing a game is fun only when you win. Use specific reasons and examples to support your answer.
- Do you agree or disagree with the following statement? High schools should allow students to study the courses that students want to study. Use specific reasons and examples to support your opinion.

- Do you agree or disagree with the following statement? It is better to be a member of a group than to be the leader of a group. Use specific reasons and examples to support your answer.
- What do you consider to be the most important room in a house? Why is this room more important to you than any other room? Use specific reasons and examples to support your opinion.
- Some items (such as clothes or furniture) can be made by hand or by machine. Which do you prefer—items made by hand or items made by machine? Use reasons and specific examples to explain your choice.
- If you could make one important change in a school that you attended, what change would you make? Use reasons and specific examples to support your answer.
- A gift (such as a camera, a soccer ball, or an animal) can contribute to a child's development. What gift would you give to help a child develop? Why? Use reasons and specific examples to support your choice.
- Some people believe that students should be given one long vacation each year. Others believe that students should have several short vacations throughout the year. Which viewpoint do you agree with? Use specific reasons and examples to support your choice.
- Would you prefer to live in a traditional house or in a modern apartment building? Use specific reasons and details to support your choice.
- Some people say that advertising encourages us to buy things we really do not need. Others say that advertisements tell us about new products that may improve our lives. Which viewpoint do you agree with? Use specific reasons and examples to support your answer.
- Some people prefer to spend their free time outdoors. Other people prefer to spend their leisure time indoors. Would you prefer to be outside, or would you prefer to be inside for your leisure activities? Use specific reasons and examples to explain your choice.
- Your school has received a gift of money. What do you think is the best way for your school to spend this money? Use specific reasons and details to support your choice.
- Do you agree or disagree with the following statement? Playing games teaches us about life. Use specific reasons and examples to support your answer.
- Imagine that you have received some land to use as you wish. How would you use this land? Use specific details to explain your answer.
- Do you agree or disagree with the following statement? Watching television is bad for children. Use specific details and examples to support your answer.
- What is the most important animal in your country? Why is the animal important? Use reasons and specific details to explain your answer.
- Many parts of the world are losing important natural resources, such as forests, animals, or clean water. Choose one resource that is disappearing and explain why it needs to be saved. Use specific reasons and examples to support your opinion.

- Do you agree or disagree with the following statement? A zoo has no useful purpose. Use specific reasons and examples to explain your answer.
- In some countries, people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good rule or a bad rule? Use specific reasons and details to support your position.
- Plants can provide food, shelter, clothing, or medicine. What is one kind of plant that is important to you or the people in your country? Use specific reasons and details to explain your choice.
- You have the opportunity to visit a foreign country for two weeks. Which country would you like to visit? Use specific reasons and details to explain your choice.
- In the future, students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.
- When famous people such as actors, athletes, and rock stars give their opinions, many people listen. Do you think we should pay attention to these opinions? Use specific reasons and examples to support your answer.
- The twentieth century saw great change. In your opinion, what is one change that should be remembered about the twentieth century? Use specific reasons and details to explain your choice.
- When people need to complain about a product or poor service, some prefer to complain in writing and others prefer to complain in person. Which way do you prefer? Use specific reasons and examples to support your answer.
- People remember special gifts or presents that they have received. Why? Use specific reasons and examples to support your answer.
- Some famous athletes and entertainers earn millions of dollars every year. Do you think these people deserve such high salaries? Use specific reasons and examples to support your opinion.
- Is the ability to read and write more important today than in the past? Why or why not? Use specific reasons and examples to support your answer.
- People do many different things to stay healthy. What do you do for good health? Use specific reasons and examples to support your answer.
- You have decided to give several hours of your time each month to improve the community where you live. What is one thing you will do to improve your community? Why? Use specific reasons and details to explain your choice.
- People recognize a difference between children and adults. What events (experiences or ceremonies) make a person an adult? Use specific reasons and examples to explain your answer.
- Your school has enough money to purchase either computers for students or books for the library. Which should your school choose to buy—computers or books? Use specific reasons and examples to support your recommendation.

- Many students choose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to explain your answer.
- People listen to music for different reasons and at different times. Why is music important to many people? Use specific reasons and examples to support your choice.
- Groups or organizations are an important part of some people's lives. Why are groups or organizations important to people? Use specific reasons and examples to explain your answer.
- Imagine that you are preparing for a trip. You plan to be away from your home for a year. In addition to clothing and personal care items, you can take one additional thing. What would you take and why? Use specific reasons and details to support your choice.
- When students move to a new school, they sometimes face problems. How can schools help these students with their problems? Use specific reasons and examples to explain your answer.
- It is sometimes said that borrowing money from a friend can harm or damage the friendship. Do you agree? Why or why not? Use reasons and specific examples to explain your answer.
- Every generation of people is different in important ways. How is your generation different from your parents' generation? Use specific reasons and examples to explain your answer.
- Some students like classes where teachers lecture (do all of the talking) in class. Other students prefer classes where the students do some of the talking. Which type of class do you prefer? Give specific reasons and details to support your choice.
- Holidays honor people or events. If you could create a new holiday, what person or event would it honor and how would you want people to celebrate it? Use specific reasons and details to support your answer.
- A friend of yours has received some money and plans to use all of it either to go on vacation or to buy a car. Your friend has asked you for advice. Compare your friend's two choices and explain which one you think your friend should choose. Use specific reasons and details to support your choice.
- The twenty-first century has begun. What changes do you think this new century will bring? Use examples and details in your answer.
- What are some of the qualities of a good parent? Use specific details and examples to explain your answer.
- Movies are popular all over the world. Explain why movies are so popular. Use reasons and specific examples to support your answer.
- In your country, is there more need for land to be left in its natural condition or is there more need for land to be developed for housing and industry? Use specific reasons and examples to support your answer.

- Many people have a close relationship with their pets. These people treat their birds, cats, or other animals like members of their family. In your opinion, are such relationships good? Why or why not? Use specific reasons and examples to support your answer.
- Films can tell us a lot about the country in which they were made. What have you learned about a country from watching its movies? Use specific examples and details to support your response.
- Some students prefer to study alone. Others prefer to study with a group of students. Which do you prefer? Use specific reasons and examples to support your answer.
- You have enough money to purchase either a house or a business. Which would you choose to buy? Give specific reasons to explain your choice.

6 Authentic TOEFL iBT Practice Test 1

In this chapter you will find the first of two authentic TOEFL IBT Practice Tests. You can take the test in two different ways:

- **Using the eBook text and the numbered audio tracks**: You can read through the test questions in the following pages, marking your answers in the spaces provided. To hear the listening portions of the test, follow instructions to play the numbered audio tracks in the downloadable electronic files.

- **Using only the downloadable electronic files**: For a test-taking experience that more closely resembles the actual TOEFL iBT, you can take this same test on your computer using the downloadable electronic files. Reading passages and questions will appear on screen, and you can enter your answers by clicking on the spaces provided. Follow instructions to hear the listening portions of the test.

Following this test, you will find an Answer Key and scoring information. You will also find scripts for the listening portions. Complete answer explanations, as well as sample spoken student responses and student essays, are also provided.

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TOEFL iBT Practice Test 1

Directions*:* This section measures your ability to understand academic passages in English.

The Reading section is divided into separately timed parts.

Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. There are three passages in the section. You should allow **20 Minutes** to read each passage and answer the questions about it. You should allow **60 Minutes** to complete the entire section.

At the end of this Practice Test you'll find explanations of the answers and information to help you determine your score.

NINETEENTH-CENTURY POLITICS IN THE UNITED STATES

The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. "The President is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

During Jackson's second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

Whigs, on the other hand, were more comfortable with the market. For them,

commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong President, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies[1] and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the concept of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. The Whigs were strongest in the towns, cities, and those rural areas that were fully integrated into the market economy, whereas Democrats dominated areas of semisubsistence farming that were more isolated and languishing economically.

1. Monopolies—Companies or individuals that exclusively own or control commercial enterprises with no competitors

The development of the modern presidency in the United States began with Andrew Jackson who swept to power in 1829 at the head of the Democratic Party and served until 1837. During his administration he immeasurably enlarged the power of the presidency. "The President is the direct representative of the American people," he lectured the Senate when it opposed him. "He was elected by the people, and is responsible to them." With this declaration, Jackson redefined the character of the presidential office and its relationship to the people.

Directions*: Mark your answer by filling in the oval next to your choice.*

1. The word immeasurably in the passage is closest in meaning to

⬭ frequently
⬭ greatly
⬭ rapidly
⬭ reportedly

2. According to paragraph 1, the presidency of Andrew Jackson was especially significant for which of the following reasons?

⬭ The President granted a portion of his power to the Senate
⬭ The President began to address the Senate on a regular basis.
⬭ It was the beginning of the modern presidency in the United States.
⬭ It was the first time that the Senate had been known to oppose the President.

During Jackson's second term, his opponents had gradually come together to form the Whig party. Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

3. The author mentions bankers and investors in the passage as an example of which of the following?

⬭ The Democratic Party's main source of support
⬭ The people that Democrats claimed were unfairly becoming rich
⬭ The people most interested in a return to a simple agrarian republic
⬭ One of the groups in favor of Andrew Jackson's presidency

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Whigs, on the other hand, were more comfortable with the market. For them, commerce and economic development were agents of civilization. Nor did the Whigs envision any conflict in society between farmers and workers on the one hand and businesspeople and bankers on the other. Economic growth would benefit everyone by raising national income and expanding opportunity. The government's responsibility was to provide a well-regulated economy that guaranteed opportunity for citizens of ability.

4. According to paragraph 3, Whigs believed that commerce and economic development would have which of the following effects on society?

- ⬭ They would promote the advancement of society as a whole.
- ⬭ They would cause disagreements between Whigs and Democrats.
- ⬭ They would supply new positions for Whig Party members.
- ⬭ They would prevent conflict between farmers and workers.

5. According to paragraph 3, which of the following describes the Whig Party's view of the role of government?

- ⬭ To regulate the continuing conflict between farmers and businesspeople
- ⬭ To restrict the changes brought about by the market
- ⬭ To maintain an economy that allowed all capable citizens to benefit
- ⬭ To reduce the emphasis on economic development

Whigs and Democrats differed not only in their attitudes toward the market but also about how active the central government should be in people's lives. Despite Andrew Jackson's inclination to be a strong President, Democrats as a rule believed in limited government. Government's role in the economy was to promote competition by destroying monopolies[1] and special privileges. In keeping with this philosophy of limited government, Democrats also rejected the idea that moral beliefs were the proper sphere of government action. Religion and politics, they believed, should be kept clearly separate, and they generally opposed humanitarian legislation.

6. The word inclination in the passage is closest in meaning to

- ⬭ argument
- ⬭ tendency
- ⬭ example
- ⬭ warning

7. According to paragraph 4, a Democrat would be most likely to support government action in which of the following areas?

- ⬭ Creating a state religion
- ⬭ Supporting humanitarian legislation
- ⬭ Destroying monopolies
- ⬭ Recommending particular moral beliefs

1. Monopolies—Companies or individuals that exclusively own or control commercial enterprises with no competitors

The Whigs, in contrast, viewed government power positively. They believed that it should be used to protect individual rights and public liberty, and that it had a special role where individual effort was ineffective. By regulating the economy and competition, the government could ensure equal opportunity. Indeed, for Whigs the of government promoting the general welfare went beyond the economy. In particular, Whigs in the northern sections of the United States also believed that government power should be used to foster the moral welfare of the country. They were much more likely to favor social-reform legislation and aid to education.

8. The word in the passage is closest in meaning to

- power
- reality
- difficulty
- idea

9. Which of the following can be inferred from paragraph 5 about variations in political beliefs within the Whig Party?

- They were focused on issues of public liberty.
- They caused some members to leave the Whig party.
- They were unimportant to most Whigs.
- They reflected regional interests.

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In some ways the social makeup of the two parties was similar. To be competitive in winning votes, Whigs and Democrats both had to have significant support among farmers, the largest group in society, and workers. Neither party could win an election by appealing exclusively to the rich or the poor. The Whigs, however, enjoyed disproportionate strength among the business and commercial classes. Whigs appealed to planters who needed credit to finance their cotton and rice trade in the world market, to farmers who were eager to sell their surpluses, and to workers who wished to improve themselves. Democrats attracted farmers isolated from the market or uncomfortable with it, workers alienated from the emerging industrial system, and rising entrepreneurs who wanted to break monopolies and open the economy to newcomers like themselves. [redacted] nomically.

10. According to paragraph 6, the Democrats were supported by all of the following groups EXCEPT

- ⬭ workers unhappy with the new industrial system
- ⬭ planters involved in international trade
- ⬭ rising entrepreneurs
- ⬭ individuals seeking to open the economy to newcomers

11. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ⬭ Whigs were able to attract support only in the wealthiest parts of the economy because Democrats dominated in other areas.
- ⬭ Whig and Democratic areas of influence were naturally split between urban and rural areas, respectively.
- ⬭ The semisubsistence farming areas dominated by Democrats became increasingly isolated by the Whigs' control of the market economy.
- ⬭ The Democrats' power was greatest in poorer areas while the Whigs were strongest in those areas where the market was already fully operating.

During Jackson's second term, his opponents had gradually come together to form the Whig party. ■ Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■ This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

12. Look at the four squares [■] that indicate where the following sentence can be added to the passage.

    This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.

    Where would the sentence best fit?

- ⬭ During Jackson's second term, his opponents had gradually come together to form the Whig party. **This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy.** Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■ This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

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13. **Directions**: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

The political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

Answer Choices

1. The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
2. During Andrew Jackson's two terms as President, he served as leader of both the Democratic and Whig Parties.
3. The Democratic Party primarily represented the interests of the market, banks, and commerce.
4. In contrast to the Democrats, the Whigs favored government aid for education.
5. A fundamental difference between Whigs and Democrats involved the importance of the market in society.
6. The role of government in the lives of the people was an important political distinction between the two parties.

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THE EXPRESSION OF EMOTIONS

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or despondent? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles ("feedback") are sent back to emotion centers of the brain, and so a person's facial expression can influence that person's emotional state. Consider Darwin's words: "The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions." Can smiling give rise to feelings of good will, for example, and frowning to anger?

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

What are the possible links between facial expressions and emotion? One link is arousal, which is the level of activity or preparedness for activity in an organism. Intense contraction of facial muscles, such as those used in signifying fear, heightens arousal. Self-perception of heightened arousal then leads to heightened emotional activity. Other links may involve changes in brain temperature and the release of neurotransmitters (substances that transmit nerve impulses.) The contraction of facial muscles both influences the internal emotional state and reflects it. Ekman has found that the so-called Duchenne smile, which is characterized by "crow's feet" wrinkles

around the eyes and a subtle drop in the eye cover fold so that the skin above the eye moves down slightly toward the eyeball, can lead to pleasant feelings.

Ekman's observation may be relevant to the British expression "keep a stiff upper lip" as a recommendation for handling stress. It might be that a "stiff" lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or [redacted]? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. [redacted], as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. The word [redacted] in the passage is closest in meaning to

- ⬭ curious
- ⬭ unhappy
- ⬭ thoughtful
- ⬭ uncertain

2. The author mentions "[redacted]" in order to

- ⬭ differentiate one possible meaning of a particular facial expression from other meanings of it
- ⬭ support Darwin's theory of evolution
- ⬭ provide an example of a facial expression whose meaning is widely understood
- ⬭ contrast a facial expression that is easily understood with other facial expressions

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Most investigators concur that certain facial expressions suggest the same emotions in all people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

3. The word concur in the passage is closest in meaning to

- ○ estimate
- ○ agree
- ○ expect
- ○ understand

4. The word them in the passage refers to

- ○ emotions
- ○ people
- ○ photographs
- ○ cultures

5. According to paragraph 2, which of the following was true of the Fore people of New Guinea?

- ○ They did not want to be shown photographs.
- ○ They were famous for their story-telling skills.
- ○ They knew very little about Western culture.
- ○ They did not encourage the expression of emotions.

6. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ○ The Fore's facial expressions indicated their unwillingness to pretend to be story characters.
- ○ The Fore were asked to display familiar facial expressions when they told their stories.
- ○ The Fore exhibited the same relationship of facial expressions and basic emotions that is seen in Western culture when they acted out stories.
- ○ The Fore were familiar with the facial expressions and basic emotions of characters in stories.

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7. According to the passage, what did Darwin believe would happen to human emotions that were not expressed?

- ⬭ They would become less intense.
- ⬭ They would last longer than usual.
- ⬭ They would cause problems later.
- ⬭ They would become more negative.

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8. According to the passage, research involving which of the following supported the facial-feedback hypothesis?

- ⬭ The reactions of people in experiments to cartoons
- ⬭ The tendency of people in experiments to cooperate
- ⬭ The release of neurotransmitters by people during experiments
- ⬭ The long-term effects of repressing emotions

9. The word rate in the passage is closest in meaning to

- ⬭ judge
- ⬭ reject
- ⬭ draw
- ⬭ want

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Ekman's observation may be relevant to the British expression "keep a stiff upper lip" as a recommendation for handling stress. It might be that a "stiff" lip suppresses emotional response—as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

10. The word relevant in the passage is closest in meaning to

- ○ contradictory
- ○ confusing
- ○ dependent
- ○ applicable

11. According to the passage, stiffening the upper lip may have which of the following effects?

- ○ It first suppresses stress, then intensifies it.
- ○ It may cause fear and tension in those who see it.
- ○ It can damage the lip muscles.
- ○ It may either heighten or reduce emotional response.

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12. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

This universality in the recognition of emotions was demonstrated by using rather simple methods.

Where would the sentence best fit?

- ○ **This universality in the recognition of emotions was demonstrated by using rather simple methods.** Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic re-

search Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

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Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

Answer Choices

1. Artificially producing the Duchenne smile can cause a person to have pleasant feelings.
2. Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
3. People commonly believe that they can control their facial expressions so that their true emotions remain hidden.
4. A person's facial expression may reflect the person's emotional state.
5. Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.
6. Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions.

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GEOLOGY AND LANDSCAPE

Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but relatively rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

Whatever the reason for mountain formation, as soon as land rises above sea level it is subjected to destructive forces. The exposed rocks are attacked by the various weather processes and gradually broken down into fragments, which are then carried away and later deposited as sediments. Thus, any landscape represents only a temporary stage in the continuous battle between the forces of uplift and those of erosion.

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. Carbon dioxide in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain seeps underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in

rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

Most people consider the landscape to be unchanging, but Earth is a dynamic body, and its surface is continually altering—slowly on the human time scale, but rapidly when compared to the great age of Earth (about 4,500 billion years). There are two principal influences that shape the terrain: constructive processes such as uplift, which create new landscape features, and destructive forces such as erosion, which gradually wear away exposed landforms.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 1, which of the following statements is true of changes in Earth's landscape?

- ⬭ They occur more often by uplift than by erosion.
- ⬭ They occur only at special times.
- ⬭ They occur less frequently now than they once did.
- ⬭ They occur quickly in geological terms.

2. The word in the passage is closest in meaning to

- ⬭ unusually
- ⬭ comparatively
- ⬭ occasionally
- ⬭ naturally

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Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms. As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

3. Which of the following can be inferred from paragraph 2 about the mountains of the Himalayas?

- ○ Their current height is not an indication of their age.
- ○ At present, they are much higher than the mountains of the Caledonian range.
- ○ They were a uniform height about 400 million years ago.
- ○ They are not as high as the Caledonian mountains were 400 million years ago.

4. The word in the passage is closest in meaning to

- ○ resemblances
- ○ regions
- ○ remains
- ○ restorations

The Earth's crust is thought to be divided into huge, movable segments, called plates, which float on a soft plastic layer of rock. Some mountains were formed as a result of these plates crashing into each other and forcing up the rock at the plate margins. In this process, sedimentary rocks that originally formed on the seabed may be folded upwards to altitudes of more than 26,000 feet. Other mountains may be raised by earthquakes, which fracture the Earth's crust and can displace enough rock to produce block mountains. A third type of mountain may be formed as a result of volcanic activity which occurs in regions of active fold mountain belts, such as in the Cascade Range of western North America. The Cascades are made up of lavas and volcanic materials. Many of the peaks are extinct volcanoes.

5. According to paragraph 3, one cause of mountain formation is the

- ○ effect of climatic change on sea level
- ○ slowing down of volcanic activity
- ○ force of Earth's crustal plates hitting each other
- ○ replacement of sedimentary rock with volcanic rock

The weather, in its many forms, is the main agent of erosion. Rain washes away loose soil and penetrates cracks in the rocks. in the air reacts with the rainwater, forming a weak acid (carbonic acid) that may chemically attack the rocks. The rain underground and the water may reappear later as springs. These springs are the sources of streams and rivers, which cut through the rocks and carry away debris from the mountains to the lowlands.

6. Why does the author mention in the passage?

- To explain the origin of a chemical that can erode rocks
- To contrast carbon dioxide with carbonic acid
- To give an example of how rainwater penetrates soil
- To argue for the desirability of preventing erosion

7. The word in the passage is closest in meaning to

- dries gradually
- flows slowly
- freezes quickly
- warms slightly

Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with huge quantities of eroded rock debris. In dry areas the wind is the principal agent of erosion. It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. Even living things contribute to the formation of landscapes. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

8. The word in the passage refers to

- cold areas
- masses of ice
- valleys
- rock debris

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[redacted] As a general rule, the higher a mountain is, the more recently it was formed; for example, the high mountains of the Himalayas are only about 50 million years old. Lower mountains tend to be older, and are often the eroded relics of much higher mountain chains. About 400 million years ago, when the present-day continents of North America and Europe were joined, the Caledonian mountain chain was the same size as the modern Himalayas. Today, however, the relics of the Caledonian orogeny (mountain-building period) exist as the comparatively low mountains of Greenland, the northern Appalachians in the United States, the Scottish Highlands, and the Norwegian coastal plateau.

9. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ⬭ When they are relatively young, hills and mountains successfully resist the destructive forces of nature.
- ⬭ Although they seem permanent, hills and mountains exist for a relatively short period of geological time.
- ⬭ Hills and mountains successfully resist the destructive forces of nature, but only for a short time.
- ⬭ Hills and mountains resist the destructive forces of nature better than other types of landforms.

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10. According to paragraph 6, which of the following is both a cause and result of erosion?

- ⬭ Glacial activity
- ⬭ Rock debris
- ⬭ Tree roots
- ⬭ Sand

11. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

    Under different climatic conditions, another type of destructive force contributes to erosion.

    Where would the sentence best fit?

⬭ Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. **Under different climatic conditions, another type of destructive force contributes to erosion.** In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

⬭ Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. **Under different climatic conditions, another type of destructive force contributes to erosion.** It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

⬭ Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. **Under different climatic conditions, another type of destructive force contributes to erosion.** Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

⬭ Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. **Under different**

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climatic conditions, another type of destructive force contributes to erosion. Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

12. **Directions**: *Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate.* **This question is worth 3 points.**

Constructive Processes	Destructive Processes
●	●
●	●
●	

Answer Choices

1. Collision of Earth's crustal plates
2. Separation of continents
3. Wind-driven sand
4. Formation of grass roots in soil
5. Earthquakes
6. Volcanic activity
7. Weather processes

STOP. This is the end of the Reading section of TOEFL iBT Practice Test 1.

LISTENING

Directions: This section measures your ability to understand conversations and lectures in English.

You should listen to each conversation and lecture only **one** time.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon: 

This means that you will hear, but not see, part of the question.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

It will take about **60 minutes** to listen to the Conversations and Lectures and to answer the questions. You will have **35 minutes** to respond to the questions. You should answer each question, even if you must guess the answer.

At the end of this Practice Test you'll find scripts for the audio tracks, explanations of the answers, and information to help you determine your score.

Turn the page to begin the Listening Section.



Listen to Audio Track 11. Play Audio

Questions

Directions: *Mark your answer by filling in the oval or square next to your choice.*

1. Why does the student go to see the professor?

⬭ To prepare for her graduate school interview

⬭ To get advice about her graduate school application

⬭ To give the professor her graduate school application

⬭ To find out if she was accepted into graduate school

2. According to the professor, what information should the student include in her statement of purpose?
Choose 2 answers.

☐ Her academic motivation

☐ Her background in medicine

☐ Some personal information

☐ The ways her teachers have influenced her

3. What does the professor consider unusual about the student's background?

⬭ Her work experience

⬭ Her creative writing experience

⬭ Her athletic achievements

⬭ Her music training

4. Why does the professor tell a story about his friend who went to medical school?

- ⬭ To warn the student about how difficult graduate school can be
- ⬭ To illustrate a point he is making
- ⬭ To help the student relax
- ⬭ To change the subject

5. What does the professor imply about the people who admit students to graduate school?

- ⬭ They often lack expertise in the fields of the applicants.
- ⬭ They do not usually read the statement of purpose.
- ⬭ They are influenced by the appearance of an application.
- ⬭ They remember most of the applications they receive.

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Listen to Audio Track 12.

Questions

6. What are the students mainly discussing?

- Drugs that are harmful to the human body
- Bacteria that produce antibiotics
- DNA that is related to athletic performance
- Genes that protect bacteria from antibiotics

7. *Listen again to part of the conversation by playing Track 13. Then answer the question.*

Why does the woman say this?

- To find out if the man has done his assignment
- To ask the man to find out if the library is open
- To let the man know that she cannot study much longer
- To ask if the man has ever met her roommate

8. According to the conversation, why are transposons sometimes called "jumping genes"?

- They are able to move from one bacteria cell to another.
- They are found in people with exceptional jumping ability.
- They occur in every other generation of bacteria.
- Their movements are rapid and unpredictable.

9. According to the conversation, what are two ways in which bacteria cells get resistance genes?
   Choose 2 answers.

☐ The resistance genes are carried from nearby cells.

☐ The resistance genes are carried by white blood cells.

☐ The resistance genes are inherited from the parent cell.

☐ The resistance genes are carried by antibiotics.

10. What can be inferred about the resistance genes discussed in the conversation?

⬭ They are found in all bacteria cells.

⬭ They are not able to resist antibiotics.

⬭ They make the treatment of bacterial diseases more difficult.

⬭ They are essential to the body's defenses against bacteria.

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Listen to Audio Track 14.

Questions

11. What is the talk mainly about?

⬭ A common method of managing water supplies
⬭ The formation of underground water systems
⬭ Natural processes that renew water supplies
⬭ Maintaining the purity of underground water systems

12. What is the professor's point of view concerning the method of "safe yield"?

⬭ It has helped to preserve the environment.
⬭ It should be researched in states other than Arizona.
⬭ It is not an effective resource policy.
⬭ It ignores the different ways people use water.

13. According to the professor, what are two problems associated with removing water from an underground system?
Choose 2 answers.

☐ Pollutants can enter the water more quickly.
☐ The surface area can dry and crack.
☐ The amount of water stored in the system can drop.
☐ Dependent streams and springs can dry up.

14. *Listen again to part of the lecture by playing Track 15. Then answer the question.*

Why does the professor say this?

- To find out whether the students are familiar with the issue
- To introduce a new problem for discussion
- To respond to a student's question
- To encourage the students to care about the topic

15. What is a key feature of a sustainable water system?

- It is able to satisfy short-term and long-term needs.
- It is not affected by changing environmental conditions.
- It usually originates in lakes, springs, or streams.
- It is not used to supply human needs.

16. What does the professor imply about water systems managed by the "safe yield" method?

- They recharge at a rapid rate.
- They are not sustainable.
- They must have large storage areas.
- They provide a poor quality of water.

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Listen to Audio Track 16 . Play Audio

Questions

17. Why does the professor talk about Plato's description of society?
- ⬭ To explain why societies face certain problems
- ⬭ To point out problems with Plato's ethical theory
- ⬭ To introduce students to the political structure of ancient Greece
- ⬭ To help explain Plato's view about the nature of the human soul

18. *Listen again to part of the lecture by playing Track 17.* Play Audio
Then answer the question.

What does the professor imply about Plato's ethical theory?
- ⬭ It may be familiar to some of the students.
- ⬭ It will be discussed in more detail in a later class.
- ⬭ It is not an interesting theory.
- ⬭ It is not a very complicated theory.

19. *Listen again to part of the lecture by playing Track 18.* Play Audio
Then answer the question.

Why does the professor ask this?
- ⬭ To find out if students have understood what she just said
- ⬭ To suggest an answer to a question that she just asked
- ⬭ To express disagreement with a point made by Plato
- ⬭ To explain why harmony is difficult for a society to achieve

20. What are two points that reflect Plato's views about education?
Choose 2 answers.

☐ All people can be trained to become leaders.
☐ All people should learn to use their intellect.
☐ Leaders should be responsible for the education of workers and soldiers.
☐ All people should learn about the nature of the human soul.

21. Based on information in the lecture, indicate whether the statements below about human emotion reflect beliefs held by Plato.

For each sentence, put a checkmark in the YES or NO column.

	YES	NO
Emotion is usually controlled by the faculty of desire.		
Emotion ought to be controlled by the faculty of intellect.		
Emotion is what motivates soldiers.		

22. According to Plato, what is the main characteristic of a good or just person?

⬭ The parts of the person's soul exist in harmony.
⬭ The person does not try to control other people.
⬭ The person's relationships with other people are harmonious.
⬭ The person does not act in an emotional manner.

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Listen to Audio Track 19.

Questions

23. What is the main topic of the lecture?

- ⬭ The size of root systems
- ⬭ Various types of root systems
- ⬭ The nutrients required by rye plants
- ⬭ Improving two types of plant species

24. According to the professor, why did one scientist grow a rye plant in water?

- ⬭ To expose the roots to sunlight
- ⬭ To be able to fertilize it with gas
- ⬭ To be able to see its entire root system
- ⬭ To see how minerals penetrate its roots

25. *Listen again to part of the lecture by playing Track 20. Then answer the question.*

Why did the professor say this?

○ She wanted to correct the wording of a previous statement.

○ She wishes she did not have to bubble gas through it.

○ She realized the odor of gas could be unpleasant.

○ She forgot to tell the students about a step in the experiment.

26. The professor mentions houseplants that receive too much water. Why does she mention them?

○ To show that many different types of plants can grow in water

○ To explain why plants grown in water should have a gas bubbled through them

○ To remind the students of the importance of their next experiment

○ To make a point about the length of houseplants' roots

27. *Listen again to part of the lecture by playing Track 21. Then answer the question.*

What does the professor intend to explain?

○ Why a mistake made in textbooks was never corrected

○ Why she does not believe that the roots of rye plants extend to 1,000 km

○ How the roots of rye plants develop to such a great length

○ How plants grown in water make use of fertilizer

28. According to the professor, what similarity is there between crabgrass and rye plants?

○ Both start growing in the month of May.

○ Both have root systems that require a lot of water.

○ Both have more shoot surface than root surface.

○ Both produce many shoots from a single seed.

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Listen to Audio Track 22. 

Questions

29. What is the lecture mainly about?

- ⬭ Technological innovations in the automobile industry
- ⬭ The organizational structure of companies
- ⬭ Ways to improve efficiency in an engineering department
- ⬭ Methods of resolving conflicts in organizations

30. Why does the professor talk about a construction company that has work in different cities?

- ⬭ To give an example of functional organization
- ⬭ To give an example of organization around projects
- ⬭ To illustrate problems with functional organization
- ⬭ To illustrate the types of conflict that can arise in companies

31. *Listen again to part of the lecture by playing Track 23.*  *Then answer the question.*

Why does the professor say this?

- ⬭ He does not understand why the student is talking about engineers.
- ⬭ He wants to know how the engineers will communicate with their coworkers.
- ⬭ The student has not provided a complete answer to his question.
- ⬭ He wants the student to do more research on the topic.

32. What is an example of a violation of the "unity of command" principle?
- More than one person supervises the same employee.
- A company decides not to standardize its products.
- Several project managers are responsible for designing a new product.
- An employee does not follow a supervisor's instructions.

33. According to the professor, where might there be a conflict in an organizational structure based on both projects and function?
- Between architects and finance experts
- Between the need to specialize and the need to standardize
- Between two engineers who work on the same project
- Between the needs of projects in different cities

34. Indicate whether each sentence below describes functional organization or project organization. Place a checkmark in the correct box.

	Functional Organization	Project Organization
It encourages people with similar expertise to work closely together.		
It helps the company to adapt quickly and meet changing needs.		
It helps to achieve uniformity in projects.		

STOP. This is the end of the Listening section of TOEFL iBT Practice Test 1.

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SPEAKING

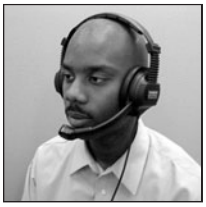
Directions: The following Speaking section of the test will last approximately 20 minutes. To complete it, you will need a recording device that you can play back to listen to your response.

During the test, you will answer 6 speaking questions. Two of the questions ask about familiar topics. Four questions ask about short conversations, lectures, and reading passages. You may take notes as you listen to the conversations and lectures. The questions and the reading passages are printed in this test book. The time you will have to prepare your response and to speak is printed below each question. You should answer all of the questions as completely as possible in the time allowed. The preparation time begins immediately after you hear the question. On the actual exam, you will be told when to begin to prepare and when to begin speaking.

Play the audio tracks listed in the test instructions. Record each of your responses.

At the end of this Practice Test you'll find scripts for the audio tracks, directions for listening to sample spoken responses, and comments on those responses by official exam raters.

Questions

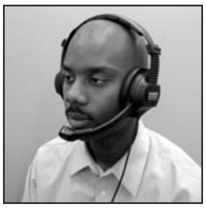


1. You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 24 to hear Question 1. Play Audio

Choose a place you go to often that is important to you and explain why it is important. Please include specific details in your explanation.

Preparation time: 15 seconds
Response time: 45 seconds



2. You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 25 to hear Question 2. Play Audio

Some college students choose to take courses in a variety of subject areas in order to get a broad education. Others choose to focus on a single subject area in order to have a deeper understanding of that area. Which approach to course selection do you think is better for students and why?

Preparation time: 15 seconds
Response time: 45 seconds

3. You will now read a short passage and then listen to a talk on the same topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 26 to hear Question 3.

Reading time: 45 seconds

Bus Service Elimination Planned

The university has decided to discontinue its free bus service for students. The reason given for this decision is that few students ride the buses and the buses are expensive to operate. Currently, the buses run from the center of campus past university buildings and through some of the neighborhoods surrounding the campus. The money saved by eliminating the bus service will be used to expand the overcrowded student parking lots.

Now hear a conversation about the same topic.



The man expresses his opinion of the university's plan to eliminate the bus service. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

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4. You will now read a short passage and then listen to a talk on the same academic topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 27 to hear Question 4. 

Reading Time: 45 seconds

Social Interaction

People deal with each other every day. This interaction is at the heart of social life. The study of social interaction is concerned with the influence people have over one another's behavior. People take each other into account in their daily behavior and in fact, the very presence of others can affect behavior. For example, one principle of social interaction, audience effects, suggests that individuals' work is affected by their knowledge that they are visible to others, that the presence of others tends to alter the way people behave or perform an activity.

Now hear a talk on the same subject.



Explain how the examples of tying shoes and learning to type demonstrate the principle of audience effects.

Preparation time: 30 seconds

Response time: 60 seconds

5. You will now listen to a conversation. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 28 to hear Question 5. Play Audio



The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.

Preparation time: 20 seconds

Response time: 60 seconds

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6. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 29 to hear Question 6. 



Using points and examples from the talk, explain the two definitions of money presented by the professor.

Preparation time: 20 seconds

Response Time: 60 seconds

STOP. This is the end of the Speaking section of TOEFL iBT Practice Test 1.

WRITING

Directions: This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second task, you will answer a question based on your own knowledge and experience.

At the end of this Practice Test you'll find a script for the audio track, sample student essays, and comments on those essays by official exam raters.

Turn the page to see the directions for the first writing task.

Writing Based on Reading and Listening

Directions: For this task, you will read a passage about an academic topic and you will listen to a lecture about the same topic. You may take notes while you read and listen.

Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

You should allow **3 minutes** to read the passage. Then listen to the lecture. Then allow **20 minutes** to plan and write your response.

Write your response in the space provided.

[Reading]

Altruism is a type of behavior in which an animal sacrifices its own interest for that of another animal or group of animals. Altruism is the opposite of selfishness; individuals performing altruistic acts gain nothing for themselves.

Examples of altruism abound, both among humans and among other mammals. Unselfish acts among humans range from the sharing of food with strangers to the donation of body organs to family members, and even to strangers. Such acts are altruistic in that they benefit another, yet provide little reward to the one performing the act.

In fact, many species of animals appear willing to sacrifice food, or even their life, to assist other members of their group. The meerkat, which is a mammal that dwells in burrows in grassland areas of Africa, is often cited as an example. In groups of meerkats, an individual acts as a sentinel, standing guard and looking out for predators while the others hunt for food or eat food they have obtained. If the sentinel meerkat sees a predator such as a hawk approaching the group, it gives an alarm cry alerting the other meerkats to run and seek shelter. By standing guard, the sentinel meerkat gains nothing—it goes without food while the others eat, and it places itself in grave danger. After it issues an alarm, it has to flee alone, which might make it more at risk to a predator, since animals in groups are often able to work together to fend off a predator. So the altruistic sentinel behavior helps ensure the survival of other members of the meerkat's group.

Now play Audio Track 30.



Essay Topic

Summarize the points made in the lecture, being sure to specifically explain how they cast doubt on points made in the reading passage.

You must finish your answer in 20 minutes.

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Writing Based on Knowledge and Experience

Directions: For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

You have 30 minutes to plan and complete your essay.

Write your essay in the space provided.

Essay Topic

Some young adults want independence from their parents as soon as possible. Other young adults prefer to live with their families for a longer time. Which of these situations do you think is better? Use specific reasons and examples to support your opinion.

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STOP. This is the end of the Writing section of TOEFL iBT Practice Test 1.

TOEFL iBT Practice Test 1

Reading

Answer Key and Self-Scoring Chart

Directions: Check your answers against the Answer Key below. Write the number 1 on the line to the right of each question if you picked the correct answer. (For questions worth more than one point, follow the directions given.) Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
Nineteenth-Century Politics in the United States		
1.	2	______
2.	3	______
3.	2	______
4.	1	______
5.	3	______
6.	2	______
7.	3	______
8.	4	______
9.	4	______
10.	2	______
11.	4	______
12.	1	______

For question 13, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

13.	1, 5, 6	______

Question Number	Correct Answer	Your Raw Points
The Expression of Emotions		
1.	2	______
2.	3	______
3.	2	______
4.	3	______
5.	3	______
6.	3	______
7.	1	______
8.	1	______
9.	1	______
10.	4	______
11.	4	______
12.	3	______

For question 13, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

13.	2, 4, 6	______

Question Number	Correct Answer	Your Raw Points
Geology and Landscape		
1.	4	______
2.	2	______
3.	2	______
4.	3	______
5.	3	______
6.	1	______
7.	2	______
8.	2	______
9.	2	______
10.	4	______
11.	1	______

For question 12, write 3 if you placed five answer choices correctly. Write 2 if you placed 4 choices correctly. Write 1 if you placed 3 choices correctly.

12.	Constructive:	1, 5, 6	
	Destructive:	3, 7	______
	TOTAL:		______

On the opposite page is a table that converts your Reading Practice section answers into a TOEFL iBT Reading Scaled Score. Take the number of correct answers from your Answer Key table and find that number in the left-hand column of the table. The right-hand column of the table gives a range of TOEFL iBT Reading scores for each number of correct answers. For example, if the total of points from your answer key is 26, the table shows a scaled score of 19 to 21. Your scaled score is given as a range instead of a single number for the following reasons:

- The estimates of scores are based on the performance of students who participated in a field study for these Reading Comprehension questions. Those students took the test on computer; you used a book. Although the two experiences are comparable, the differences make exact comparisons impossible.
- The students who participated in the field study were volunteers and may have differed in average ability from the actual TOEFL test-taking population.
- The conversion of scores from the field study in which these questions were administered to the current TOEFL iBT scale involved two scale conversions. Converting from one scale to another always involves some statistical error.

You should use your score estimate as a general guide only. Your actual score on TOEFL iBT may be higher or lower than your score on the practice version.

Reading Comprehension

RAW POINT TOTAL	SCALE SCORE
42–41	30
40–39	27–30
38	28
37–36	26–28
35–33	25–27
32	23–25
31–30	22–24
29	20–22
28–27	19–22
26	19–21
25–24	18–21
23	16–18
22–21	15–18
20	14–16
19–17	12–16
16–15	9–15
14	9–13
13–12	5–13
11	3–13
10–9	0–13
8	0–11
7–1	0–4

Answer Explanations

Nineteenth-Century Politics in the United States

1. ❷ This is a Vocabulary question. The word being tested is *immeasurably*. It is highlighted in the passage. *Immeasurably* means "in a manner too big to be measured." So if Jackson enlarged the President's powers so much that the results can't be measured, he enlarged them "greatly."

2. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 1. The correct answer is choice 3 because the first sentence of the paragraph explicitly states that this was when the development of the modern presidency began. The remainder of the paragraph is devoted to explaining the significant changes in government that this development involved. The result, as stated in sentence 5, was that the nature of the presidency itself was redefined. Choice 1 is contradicted by the paragraph; Jackson didn't give presidential power away, he increased it. Choice 2 is not mentioned in the paragraph: it says Jackson addressed the Senate, but not that this was the beginning of regular addresses. Choice 4, which says that this was the first time the Senate opposed the President, is not stated in the passage.

3. ❷ This is a Rhetorical Purpose question. It is asking you why the author mentions "bankers and investors" in the passage. The phrase being tested is highlighted in the passage. The correct answer is choice 2. The author is using bankers and investors as examples of people that the Democrats claimed were "manipulating" the banking system for their own profit. That means that they were unfairly becoming rich. Choices 1, 3, and 4 are all incorrect because, based upon the passage, they seem unlikely to be true. Therefore, the author would not use them as examples.

4. ❶ This is a Factual Information question asking for specific information that can be found in paragraph 3. Choice 1 is the correct answer. The paragraph says that Whigs believed commerce and economic development "would benefit everyone." That means essentially the same thing as choice 1, which says that Whigs believed economic growth would "promote the advancement of society as a whole." "Society as a whole" is another way of saying "everyone." Choices 2 and 3 are not mentioned in the paragraph. Choice 4, about conflict between groups, is mentioned but in a different context, so it is not a belief held by Whigs.

5. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 3: the Whigs viewed government as responsible for maintaining an economy that allowed all capable citizens to benefit. This is a restatement of paragraph 3, sentence 5. The paragraph states that Whigs did not envision continuing conflict between farmers and business people, so choice 1 is wrong. Whigs favored changes

brought about by the market, so choice 2 is wrong. Whigs were in favor of increased emphasis on economic development, so choice 4 is incorrect.

6. ❷ This is a Vocabulary question. The word being tested is *inclination*. It is highlighted in the passage. The fact that Jackson had an *inclination* to be a strong President means that he preferred being strong to having limited powers. In other words, his "tendency" was to favor a strong presidency, so choice 2 is the correct answer.

7. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 4. The correct answer is choice 3, which is explicitly stated in sentence 3 of the paragraph. Sentences 4 and 5 explicitly refute the other choices.

8. ❹ This is a Vocabulary question. The word being tested is *concept*. It is highlighted in the passage. The passage says that "for Whigs the *concept* of government was . . ." In other words, "the way Whigs thought about government was . . . "That process of thinking represents ideas, so choice 4 is the correct answer here.

9. ❹ This is an Inference question asking for an inference that can be supported by paragraph 5. The correct answer is choice 4: variations in Whigs' political beliefs reflected regional differences. This is supported by sentence 5 of the paragraph, which says that certain beliefs "particularly" reflected the views of northern Whigs. That suggests that Whigs in other regions of the country had beliefs that varied from this view and implies that such differences were regional. The other three choices are not mentioned in the passage in connection with "variations" in Whig beliefs, so there is no basis for inferring any of them.

10. ❷ This is a Negative Factual Information question asking for specific information that can be found in paragraph 6. Choice 2 is the correct answer. Sentence 5 says that it was Whigs, not Democrats, who had the support of planters involved in international trade. The next sentence, sentence 6, says that in contrast, Democrats had the support of the groups mentioned in choices 1, 3, and 4 ("workers," "entrepreneurs," and certain other "individuals"). Therefore, all of the groups described in the answer choices, EXCEPT the planters of choice 2, did support the Democrats.

11. ❹ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

The correct answer is choice 4. Choice 4 contains all of the essential information in the tested sentence but the order in which it is presented is reversed. The highlighted sentence describes areas of Whig strength first, and then the areas where Democrats were strong. The correct answer, choice 4, describes Democrat strongholds first, and then Whig areas. No meaning has been changed, and no information has been left out.

Choice 1 is incorrect because it states that Whigs were able to attract support only in the wealthiest areas. The highlighted sentence does not say that; it says their support came from places integrated into the market, which can include areas of all economic levels.

Choice 2 is incorrect because it says that the two parties were split between rural and urban areas. However, the highlighted sentence says that Whigs were strong in rural areas that were integrated into the market economy. In other words, the split between the parties was based on the degree to which an area was integrated into the market, not whether it was urban or rural.

Choice 3 is incorrect because the highlighted sentence makes no mention of how (or if) the Whigs' control of the market economy affected the areas dominated by the Democrats.

12. ❶ This is an Insert Text question. You can see the four black squares in paragraph 2 that represent the possible answer choices here.

During Jackson's second term, his opponents had gradually come together to form the Whig party. ■ Whigs and Democrats held different attitudes toward the changes brought about by the market, banks, and commerce. ■ The Democrats tended to view society as a continuing conflict between "the people"—farmers, planters, and workers—and a set of greedy aristocrats. ■ This "paper money aristocracy" of bankers and investors manipulated the banking system for their own profit, Democrats claimed, and sapped the nation's virtue by encouraging speculation and the desire for sudden, unearned wealth. ■ The Democrats wanted the rewards of the market without sacrificing the features of a simple agrarian republic. They wanted the wealth that the market offered without the competitive, changing society; the complex dealing; the dominance of urban centers; and the loss of independence that came with it.

The sentence provided, "This new party argued against the policies of Jackson and his party in a number of important areas, beginning with the economy," is best inserted at square 1.

Square 1 is correct because the phrase "This new party" refers directly and only to the Whigs, who are first mentioned (as a recently formed party) in sentence 1 of this paragraph.

Square 2 is incorrect because the sentence before is not limited to the new Whig party. It discusses both Whigs and Democrats.

Squares 3 and 4 are both incorrect because the sentences preceding them refer to the Democrats (the old party), not the Whigs.

13. ❶ ❺ ❻ This is a Prose Summary question. It is completed correctly below. The correct choices are 1, 5, and 6. Choices 2, 3, and 4 are therefore incorrect.

Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

The political system of the United States in the mid-nineteenth century was strongly influenced by the social and economic circumstances of the time.

Answer Choices

1. The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies.
2. During Andrew Jackson's two terms as President, he served as leader of both the Democratic and Whig parties.
3. The Democratic Party primarily represented the interests of the market, banks, and commerce.
4. In contrast to the Democrats, the Whigs favored government aid for education.
5. A fundamental difference between Whigs and Democrats involved the importance of the market in society.
6. The role of government in the lives of the people was an important political distinction between the two parties.

Correct Choices

Choice 1, "The Democratic and Whig Parties developed in response to the needs of competing economic and political constituencies," is correct because it is a recurring theme throughout the entire passage. It is a broad general statement about the development of the Whigs and Democrats. Paragraphs 2, 3, 4, 5, and 6 all provide support for this statement with examples of the nature of the competing constituencies in the United States at that time and the ways in which these two parties responded to them.

Choice 5, "A fundamental difference between Whigs and Democrats involved the importance of the market in society," is correct because it is a broad general statement about the differences between the Whigs and Democrats. Paragraphs 2, 3, 4, and 6 all provide support for this statement with examples of the differences in the ways that the two parties viewed the market and society.

Choice 6, "The role of government in the lives of the people was an important political distinction between the two parties," is correct because it is another broad general statement about the differences between the Whigs and Democrats. Paragraphs 2, 3, 4, and 5 all explicitly explore this distinction between Whigs and Democrats.

Incorrect Choices

Choice 2, "During Andrew Jackson's two terms as President, he served as leader of both the Democratic and Whig Parties," is incorrect because it contradicts the passage. Jackson was head of the Democratic Party.

Choice 3, "The Democratic Party primarily represented the interests of the market, banks, and commerce," is incorrect because it is not true. The Whigs primarily represented these groups, as stated in paragraphs 3 and 6.

Choice 4, "In contrast to the Democrats, the Whigs favored government aid for education," is incorrect because the passage states only that Whigs in the north were likely to favor aid to education. It is not clearly stated how other Whigs or Democrats felt on this issue.

The Expression of Emotions

1. ❷ This is a Vocabulary question. The word being tested is *despondent*. It is highlighted in the passage. The correct answer is choice 2, "unhappy." The sentence in which the highlighted word appears uses *despondent* as a contrast to *happy.* Since *unhappy* is the opposite of *happy,* it provides the fullest possible contrast and is equivalent to the contrast between *Joy* and *sadness* at the beginning of the sentence.

2. ❸ This is a Rhetorical Purpose question. It is asking you why the author mentions "baring the teeth in a hostile way" in the passage. This phrase is highlighted in the passage. The correct answer is choice 3; baring the teeth is an example of a facial expression whose meaning is widely understood. The central theme of paragraph 1 of the passage is facial expressions that are universal. The author provides various examples of such expressions, and baring the teeth is mentioned as a universal sign of anger. The other choices are all mentioned in the passage, but not in conjunction with baring the teeth, so they are all incorrect.

3. ❷ This is a Vocabulary question. The word being tested is *concur.* It is highlighted in the passage. The correct answer is choice 2, "agree." *Concur* means to agree, so if investigators concur about the meaning of certain facial expressions, they agree on their meaning.

4. ❸ This is a Reference question. The word being tested is *them,* and it is highlighted in the passage. This is a simple pronoun-referent item. The word *them* refers to the photographs that Paul Eckman showed to people from diverse cultures, so the correct answer is choice 3, "photographs."

5. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 2. The correct answer is choice 3, which states that the Fore people of New Guinea knew very little about Western culture. The paragraph explicitly says that the Fore had almost no contact with Western culture. None of the other three choices is mentioned in connection with the Fore, so none of them is correct.

6. ❸ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

   The correct answer is choice 3. It contains all of the essential ideas in the highlighted sentence without changing the meaning. This choice says that the Fore "exhibited the same relationship of facial and basic emotions that is seen in Western culture when they acted out stories." The sentence that precedes the highlighted sentence states that in a survey, the Fore agreed with Westerners on how various emotions are portrayed. Then the highlighted sentence says that in a different situation (story-telling) the Fores' expressions were also familiar; that is, these expressions were the same as those exhibited by Westerners in this situation.

   Choices 1 and 2 are incorrect because each one changes the highlighted sentence into a statement that is not true.

   Choice 4 is incorrect because it says that the Fore were familiar with the facial expressions of characters in stories. The highlighted sentence says that it was the investigators who were familiar with the Fores' expressions. This is a change in meaning, so it is incorrect.

7. ❶ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 1, emotions that are not expressed become less intense. This is correct based on the direct quotation of Darwin in paragraph 3. In that quotation, Darwin says that emotions that are freely expressed become more intense, while "on the other hand" those that are not freely expressed are "softened," meaning that they become less intense. Choices 2, 3, and 4 are all incorrect because there is nothing in the passage that indicates Darwin ever believed these things about expressing emotions. Some or all of them may actually be true, but there is nothing in this passage that supports them.

8. ❶ This is a Factual Information question asking for specific information that can be found in the passage. You can see that the phrase "The facial-feedback hypothesis" is highlighted where it first appears in the passage in paragraph 3. The correct answer is choice 1, research supporting this hypothesis came from studying experiments of the reactions of people to cartoons. This idea is found in paragraph 4, which uses these experiments as an example of how facial feedback works.

Choice 3, the release of neurotransmitters, is mentioned in paragraph 5 but not in connection with the facial-feedback hypothesis, so it is incorrect.

Choices 2 and 4 are not explicitly mentioned at all in the passage.

9. ❶ This is a Vocabulary question. The word being tested is *rate,* and it is highlighted in the passage. The correct answer is choice 1, "judge." *Rate* in this context means "to judge."

10. ❹ This is a Vocabulary question. The word being tested is *relevant,* and it is highlighted in the passage. The correct answer is choice 4, "applicable. *Relevant* means that Ekman's observation applies ("is applicable") to an expression.

11. ❹ This is a Factual Information question asking for specific information that can be found in the passage. The correct answer is choice 4; stiffening the upper lip may either heighten or reduce emotional response. This is stated explicitly in paragraph 6 of the passage as a possible paradox in the relationship between facial expressions and emotions.

    Choice 1 is incorrect because paragraph 6 contradicts it.

    Choice 2 is incorrect because the passage mentions only the fear and tension of a person trying to keep a stiff upper lip, not any fear or tension that expression may cause in others.

    Choice 3 is incorrect because there is no suggestion anywhere in the passage that stiffening the upper lip may damage lip muscles.

12. ❸ This is an Insert Text question. You can see the four black squares in paragraph 2 that represent the possible answer choices here.

    ■ Most investigators concur that certain facial expressions suggest the same emotions in all people. ■ Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. ■ In classic research Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. ■ He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups, including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

The sentence provided, "This universality in the recognition of emotions was demonstrated by using rather simple methods," is best inserted at square 3.

Square 3 is correct because the inserted sentence begins with the phrase "This universality." The universality being referred to is the fact, stated in the second sentence, that "people in diverse cultures recognize the emotions manifested by the facial expressions."

None of the other answer choices follows a sentence that contains a universal statement. Sentence 1 mentions that "Most investigators concur," which means that some do not. Therefore this is not a universal statement.

Squares 2 and 4 are incorrect because there is nothing in either sentence to which "This universality" could refer.

13. ❷ ❹ ❻ This is a Prose Summary question. It is completed correctly below. The correct choices are 2, 4, and 6. Choices 1, 3, and 5 are therefore incorrect.

Directions: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some answer choices do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

Psychological research seems to confirm that people associate particular facial expressions with the same emotions across cultures.

Answer Choices

1. Artificially producing the Duchenne smile can cause a person to have pleasant feelings.
2. Facial expressions and emotional states interact with each other through a variety of feedback mechanisms.
3. People commonly believe that they can control their facial expressions so that their true emotions remain hidden.
4. A person's facial expression may reflect the person's emotional state.
5. Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings.
6. Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions.

Correct Choices

Choice 2, "Facial expressions and emotional states interact with each other through a variety of feedback mechanisms," is correct because it is a broad, general statement that is developed throughout the passage. Questions about the nature of this interaction and details of research on this issue are discussed in every paragraph, so it is clearly a "main idea."

Choice 4, "A person's facial expression may reflect the person's emotional state," is correct because, like choice 2, it is a major idea that the passage explores in detail. Paragraphs 3, 4, 5, and 6 are devoted to discussing attempts to understand whether and how facial expressions may reflect a person's emotional state.

Choice 6, "Facial expressions that occur as a result of an individual's emotional state may themselves feed back information that influences the person's emotions," is correct because it is the main tenet of the "facial-feedback theory" that is extensively discussed in paragraphs 3, 4, 5, and 6.

Incorrect Choices

Choice 1, "Artificially producing the Duchenne smile can cause a person to have pleasant feelings," is incorrect because it is a minor, supporting detail mentioned in paragraph 5 as an example of a more general, and important, statement about the links between facial expressions and emotion (see choice 6, above).

Choice 3, "People commonly believe that they can control their facial expressions so that their true emotions remain hidden," is incorrect because while it may be true, the passage does not make this claim.

Choice 5, "Ekman argued that the ability to accurately recognize the emotional content of facial expressions was valuable for human beings," is incorrect because according to the passage, Ekman did not make this argument; Charles Darwin did. Ekman's research was directed toward determining the universality of certain facial expressions, not the "value" of people's ability to recognize those expressions.

Geology and Landscape

1. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 1. The correct answer is choice 4. Sentence 1 of the paragraph explicitly states that Earth's landscape changes relatively rapidly compared to Earth's overall age. Choice 1, on the frequency of landscape changes, is contradicted by the paragraph. Choice 2, that landscape changes occur only at special times, is also contradicted by the paragraph. Choice 3, the frequency of landscape changes, is not mentioned.

2. ❷ This is a Vocabulary question. The word being tested is *relatively,* and it is highlighted in the passage. The correct answer is choice 2. The sentence in which *relatively* appears is comparing Earth's time scale to the human time scale, so "comparatively" is the correct answer.

3. ❷ This is an Inference question asking for an inference that can be supported by paragraph 2. The correct answer is choice 2, the Himalayas are higher than the Caledonian mountains. The paragraph states that younger mountains are generally higher than older mountains. It also states that the Himalayas are much younger than the Caledonians. Since the Himalayas are the younger range and younger mountain ranges are higher than older ranges, we can infer that the younger Himalayas are higher than the older Caledonians.

   Choices 1 and 4 are incorrect because they explicitly contradict the passage. The height of the Himalayas is an indication of their age, and the Himalayas are about the same height that the Caledonians were 400 million years ago.

   Choice 3 is incorrect because there is nothing in the paragraph about "uniform height."

4. ❸ This is a Vocabulary question. The word being tested is *relics,* and it is highlighted in the passage. Choice 3 is the correct answer. The *relics* of the Caledonian range are what is left of them. "Remains" means what is left of something, so it is the correct answer.

5. ❸ This is a Factual Information question asking for specific information that can be found in paragraph 3. The correct answer is choice 3, mountains are formed by crustal plates hitting each other. The paragraph states that mountains are formed in three ways: by, crustal plates hitting each other, by earthquakes, and by volcanoes. Choices 1, 2, and 4 are not among these causes of mountain formation, so they are therefore incorrect.

6. ❶ This is a Rhetorical Purpose question. It asks why the author mentions "carbon dioxide" in the passage. This term is highlighted in the passage. The correct answer is choice 1; carbon dioxide is mentioned to explain the origin of a chemical that can erode rocks. The author is describing a particular cause of erosion, and the starting point of that process is carbon dioxide.

7. ❷ This is a Vocabulary question. The word being tested is *seeps,* and it is highlighted in the passage. Choice 2, “flows slowly,” is the correct answer. The sentence is describing the way in which rain moves underground from Earth’s surface. It cannot do this by “drying” (choice 1), “freezing” (choice 3), or “warming” (choice 4).

8. ❷ This is a Reference question. The word being tested is *them,* and it is highlighted in the passage. Choice 2, “masses of ice” is the correct answer. This is a simple pronoun-referent item. The word *them* refers to the glaciers that are carrying eroded rock. Notice that in this case, a whole series of words separates the pronoun from its referent.

9. ❷ This is a Sentence Simplification question. As with all of these items, a single sentence in the passage is highlighted:

> Hills and mountains are often regarded as the epitome of permanence, successfully resisting the destructive forces of nature, but in fact they tend to be relatively short-lived in geological terms.

The correct answer is choice 2. That choice contains all of the essential information in the highlighted sentence. It omits the information in the second clause of the highlighted sentence (“successfully resisting the destructive forces of nature“) because that information is not essential to the meaning.

Choices 1, 3, and 4 are all incorrect because they change the meaning of the highlighted sentence. Choice 1 adds information on the age of a mountain that is not mentioned in the highlighted sentence.

Choice 3 introduces information about how long mountains resist forces of nature in absolute terms; the highlighted sentence says that the resistance is relatively short in geological terms, which is an entirely different meaning.

Choice 4 compares mountains to other land forms. The highlighted sentence does not make any such comparison.

10. ❹ This is a Factual Information question asking for specific information that can be found in paragraph 6. The correct answer is choice 4, “sand.” Sentences 3 and 4 of that paragraph describe erosion in dry areas. Sand is carried by wind and bombards rock; this bombardment breaks down the rock, and, as a result, more sand is created. Thus sand is both the cause and the result of erosion, so choice 4 is correct. Glacial activity (choice 1) and tree roots (choice 3) are both mentioned only as causes of erosion. Rock debris (choice 2) is mentioned only as a result of erosion.

11. ❶ This is an Insert Text question. You can see the four black squares in paragraph 6 that represent the possible answer choices here.

    Under very cold conditions, rocks can be shattered by ice and frost. Glaciers may form in permanently cold areas, and these slowly moving masses of ice cut out valleys, carrying with them huge quantities of eroded rock debris. ■ In dry areas the wind is the principal agent of erosion. ■ It carries fine particles of sand, which bombard exposed rock surfaces, thereby wearing them into yet more sand. ■ Even living things contribute to the formation of landscapes. ■ Tree roots force their way into cracks in rocks and, in so doing, speed their splitting. In contrast, the roots of grasses and other small plants may help to hold loose soil fragments together, thereby helping to prevent erosion by the wind.

    The sentence provided, "Under different climatic conditions, another type of destructive force contributes to erosion," is best inserted at square 1.

    Square 1 is correct because the inserted sentence is a transitional sentence, moving the discussion away from one set of climatic conditions (cold) to another set of climatic conditions (dryness). It is at square 1 that the transition between topics takes place.

    Squares 2, 3, and 4 all precede sentences that provide details of dry climatic conditions. No transition is taking place at any of those places, so the inserted sentence is not needed.

12. This is a Fill in a Table question. It is completed correctly below. The correct choices for the "constructive processes" column are 1, 5, and 6. Choices 3 and 7 are the correct choices for the "destructive processes" column. Choices 2 and 4 should not be used in either column.

Directions: *Three of the answer choices below are used in the passage to illustrate constructive processes, and two are used to illustrate destructive processes. Complete the table by matching appropriate answer choices to the processes they are used to illustrate.* **This question is worth 3 points.**

Constructive Processes	Destructive Processes
● Collision of Earth's crustal plates ● Earthquakes ● Volcanic activity	● Wind-driven sand ● Weather processes

Answer Choices

1. Collision of Earth's crustal plates
2. Separation of continents
3. Wind-driven sand
4. Formation of grass roots in soil
5. Earthquakes
6. Volcanic activity
7. Weather processes

Correct Choices

Choice 1: "Collision of Earth's crustal plates (constructive process)" belongs in this column because it is mentioned in the passage as one of the constructive processes by which mountains are formed.

Choice 3: "Wind-driven sand (destructive process)" belongs in this column because it is mentioned in the passage as one of the destructive forces that wear away the land.

Choice 5: "Earthquakes (constructive process)" belongs in this column because it is mentioned in the passage as one of the constructive forces by which mountains are formed.

Choice 6: "Volcanic activity (constructive process)" belongs in this column because it is mentioned in the passage as one of the constructive forces by which mountains are formed.

Choice 7: "Weather processes (destructive process)" belongs in this column because it is mentioned in the passage as one of the destructive forces that wear away the land.

Incorrect Choices

Choice 2: "Separation of continents" does not belong in the table because it not mentioned in the passage as either a constructive or destructive process.

Choice 4: "Formation of grass roots in soil" does not belong in the table because it not mentioned in the passage as either a constructive or destructive process.

Listening

Answer Key and Self-Scoring Chart

Directions: Check your answers against the Answer Key below. Write the number 1 on the line to the right of each question if you picked the correct answer. (For questions worth more than one point, follow the directions given.) Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
1.	2	______
2.	1, 3	______
3.	4	______
4.	2	______
5.	3	______
6.	4	______
7.	3	______
8.	1	______
9.	1, 3	______
10.	3	______
11.	1	______
12.	3	______
13.	3, 4	______
14.	4	______
15.	1	______
16.	2	______
17.	4	______
18.	1	______
19.	2	______
20.	2, 3	______

For question 21, write 2 if you placed three answer choices correctly. Write 1 if you placed two choices correctly.

21.	Yes: 2, 3 No: 1	______
22.	1	______
23.	1	______
24.	3	______
25.	1	______
26.	2	______
27.	3	______
28.	4	______

Question Number	Correct Answer	Your Raw Points
29.	2	______
30.	2	______
31.	3	______
32.	1	______
33.	2	______

For question 34, write 2 if you placed three answer choices correctly. Write 1 if you placed two choices correctly.

34.	Functional:	1, 3	
	Project:	2	______
	TOTAL:		______

On the next page is a table that converts your Listening Practice section answers into a TOEFL iBT Scaled Score. Take the number of correct answers from your Answer Key table and find that number in the left-hand column of the table. On the right-hand side of the table is a range of TOEFL iBT Listening scores for that number of correct answers. For example, if the total of points from your answer key is 27, the table says your estimated TOEFL iBT Listening section scaled score is in the range of 22 to 24. Your scaled score is given as a range instead of a single number for the following reasons:

- The estimates of scores are based on the performance of students who participated in a field study for these listening comprehension questions. Those students took the test on computer. You took your practice test by listening to audio tracks and answering questions in a book. Although the two experiences are comparable, the differences make it impossible to give an exact prediction of your score.
- The students who participated in the field study were volunteers and may have differed in average ability from the actual TOEFL test-taking population.
- The conversion of scores from the field study in which these questions were administered to the current TOEFL iBT scale involved two scale conversions. Converting from one scale to another always involves some statistical error.
- **You should use your score estimate as a general guide only.** Your actual score on TOEFL iBT may be higher or lower than your score on the practice section.

Listening

Raw Point Total	Scale Score
36	28–30
35	28–30
34	28–30
33	28–30
32	27–29
31	26–29
30	25–27
29	25–27
28	24–26
27	22–24
26	21–23
25	21–23
24	17–22
23	16–21
22	16–21
21	16–18
20	14–18
19	13–17
18	13–17
17	11–16
16	10–15
15	10–15
14	9–13
13	8–12
12	6–12
11	4–10
10	3–10
9	0–9
8	0–9
7	0–7
6	0–5
5	0–3
4	0–3
3	0–3
2	0–3
1	0–3
0	0–3

Listening Scripts and Answer Explanations

Questions 1–5

Track 11 Listening Script

Narrator
Listen to a conversation between a student and a professor.

Professor
Hey, Ellen. How are you doing?

Student
Oh, pretty good, thanks. How are you?

Professor
OK.

Student
Did you, um, have a chance to look at my grad school application . . . you know, the statement of purpose I wrote.

Professor
Well, yeah. In fact, here it is. I just read it.

Student
Oh, great! What did you think?

Professor
Basically, it's good. What you might actually do is take some of these different points here, and actually break them out into separate paragraphs. So, um, one: your purpose for applying for graduate study; uh, why do you want to go to graduate school, and an area of specialty; and, uh, why you want to do the area you're specifying; um, and what you want to do with your degree once you get it.

Student
OK.

Professor
So those are . . . they're pretty clear on those four points they want.

Student
Right.

Professor
So, you might just break them out into uh . . . you know, separate paragraphs and expand on each point some. But really what's critical with these is that, um, you've gotta let yourself come through. See, you gotta let them see you in these statements. Expand some more on what's happened in your own life and what shows your . . . your motivation and interest in this area—in geology. Let 'em see what really, what . . . what captures your imagination about this field.

Student

OK. So make it a little more . . . personal? That's OK?

Professor

That's fine. They look for that stuff. You don't wanna go overboard . . .

Student

Right.

Professor

. . . but it's critical that . . . that somebody sees what your passion is—your personal motivation for doing this.

Student

OK.

Professor

And that's gotta come out in here. Um, and let's see, uh, you might also give a little, uh—since this is your only chance to do it, you might give a little more explanation about your unique undergraduate background. So, you know, how you went through, you know, the music program; what you got from that; why you decided to change. I mean, it's kind of unusual to go from music to geology, right?

Student

Yeah. I was . . . I was afraid that, you know, maybe the personal type stuff wouldn't be what they wanted but . . .

Professor

No, in fact it's . . . um, give an example: I . . . I had a friend, when I was an undergrad, um, went to medical school. And he put on his med school application—and he could actually tell if somebody actually read it 'cause, um, he had asthma and the reason that he wanted to go to med school was he said he wanted to do sports medicine because he, you know, he had this real interest. He was an athlete too, and . . . and wanted to help athletes who had this physical problem. And he could always tell if somebody actually read his letter because they would always ask him about that.

Student

. . . Mmm . . . so something unique.

Professor

Yeah. So see, you know, that's what's good and and I think for you probably, you know, your music background's the most unique thing that you've got in your record.

Student

Right.

Professor

. . . Mmm . . . so you see, you gotta make yourself stand out from a coupla hundred applications. Does that help any?

Student

Yeah, it does. It gives me some good ideas.

Professor
And . . . what you might also do too is, you know, uh, you might get a friend to proof it or something at some point.

Student
Oh, sure . . . sure.

Professor
Also, think about presentation—how the application looks. In a way you're actually showing some other skills here, like organization. A lot of stuff that's . . . that they're not . . . they're not formally asking for, they're looking at. So your presentation format, your grammar, all that stuff, they're looking at in your materials at the same time.

Student
Right. OK.

Answer Explanations

1. ❷ For Listening conversations that take place in a professor's office hours, it is very likely that the first question will be a Gist-Purpose question. That is the case here. This discussion is about how the woman should write her graduate school application, not about an interview or whether or not she had been admitted. The professor already has her application and has reviewed it, so the purpose cannot be for her to give him the application. Thus choice 2 is the correct answer; she wants advice about the application.

2. ❶ ❸ When you are taking the TOEFL iBT test on computer, whenever you see squares in front of the question choices instead of ovals, you should recognize that the question calls for you to select two or more answers from among the choices. In this case, the professor stresses the following two items that the woman needs to include in her application letter:

   1. How her college career has made her interested in graduate school
   2. How she stands out as an individual

   Thus the correct answers are choices 1 and 3. She does not have a background in medicine (choice 2), and the professor does not mention her teachers (choice 4).

3. ❹ This is a Detail question. The professor mentions twice that the woman's decision to go from studying music to geology is unusual.

4. ❷ This is an Understanding the Function of What Is Said question. Clearly the professor is illustrating his point that a good application should individualize the writer. His friend who went to medical school is an example.

5. ❸ This is a Making Inferences question. The last thing the professor mentions to the student is that she should think about the format of her application and the statement of purpose. He says that the format of the application can demonstrate her organizational skills and strongly implies that avoiding any writing errors shows thoroughness. By making these points, he is implying

that the readers of the application will be influenced by its appearance, even if the influence is unconscious. He says nothing about the readers' expertise (choice 1); he implies that sometimes they may not read the application carefully, but he does not imply that this is what usually happens (choice 2); and he says the opposite of choice 4. The correct answer is choice 3.

Questions 6–10

Track 12 Listening Script

Narrator

Listen to part of a conversation between two students. The woman is helping the man review for a biology examination.

Male Student

OK, so . . . what do you think we should go over next?

Female Student

How about if we go over this stuff about how bacteria become resistant to antibiotics.

Male Student

OK.

Female Student

Um, but first of all, though, how many pages do we have left? I told my roommate I'd meet her at the library at seven o'clock.

Male Student

Ummm . . . There's only a few pages left. We should be finished in a few minutes.

Female Student

OK. So, ummm . . .

Male Student

About how bacteria become resistant to antibiotics.

Female Student

Oh yeah, OK. So you know that some bacteria cells are able to resist the drugs we use against them, and that's because they have these special genes that, like, protect them from the drugs.

Male Student

Right. If I remember correctly, I think the genes like . . . weaken the antibiotics, or like . . . stop the antibiotics from getting into the bacteria cell, something like that?

Female Student

Exactly. So when bacteria have these genes, it's very difficult for the antibiotics to kill the bacteria.

Male Student

Right.

Female Student
So, do you remember what those genes are called?

Male Student
Umm . . .

Female Student
Resistance genes.

Male Student
Resistance genes. Right. Resistance genes. OK.

Female Student
And that makes sense, right? Because they help the bacteria resist the antibiotics.

Male Student
Yeah, that makes sense. OK.

Female Student
OK. But the question is: how do bacteria get the resistance genes?

Male Student
How do they get the resistance genes? They just inherit them from the parent cell, right?

Female Student
OK, yeah, that's true. They can inherit them from the parent cell, but that's not what I'm talking about.

Male Student
OK.

Female Student
I'm talking about how they get resistance genes from other cells in their environment, you know, from the other cells around them.

Male Student
Oh, I see what you mean. Umm, is that that stuff about "hopping genes," or something like that?

Female Student
Right. Although actually they're called "jumping genes," not "hopping genes."

Male Student
Oh, OK. Jumping genes.

Female Student
Yeah, but they have another name, too, that I can't think of. Umm . . . lemme see if I can find it here in the book . . .

Male Student
I think it's probably on . . .

Female Student
Oh, OK. Here it is. Transposons. That's what they're called.

Male Student
Lemme see. OK. Trans . . . po . . . sons . . . trans . . . posons. So "transposon" is another name for a jumping gene?

Female Student
Right. And these transposons are, you know, like, little bits of DNA that are able to move from one cell to another. That's why they're called "jumping genes." They kind of, you know, "jump" from one cell to another.

Male Student
OK.

Female Student
And these transposons are how resistance genes are able to get from one bacteria cell to another bacteria cell. What happens is that a resistance gene from one cell attaches itself to a transposon and then, when the transposon jumps to another cell . . .

Male Student
The other cell gets the resistance gene and . . .

Female Student
Right.

Male Student
That's how it becomes resistant to antibiotics.

Female Student
Right.

Male Student
Wow. That's really cool. So that's how it happens.

Female Student
That's how it happens.

Answer Explanations

This question set, from an early version of TOEFL iBT, does not exactly fit the description of TOEFL conversations given earlier in this book. Instead of being between a student and a university employee, it is between two students who are studying for an exam. We have included it here because it is good practice and it closely resembles an office hours conversation on an academic topic. It has also been field-tested with actual test takers, providing data on the difficulty level of the items.

6. ❹ This conversation is about academic content in the area of Life Science. The man is trying to learn something for his biology test. It makes sense, then, that the first question is a Gist-Content question: "What are the students

mainly discussing?" The students discuss drugs, but they are drugs that fight bacteria, so choice 1 is eliminated. They are not discussing how antibiotics are produced, but how they are resisted, so choice 2 is eliminated. If all you heard was "jumping" and "hopping," you might think they were discussing athletics, but that is not how those words are being used, so choice 3 is eliminated. Choice 4 is the correct answer: the man is learning how some bacteria acquire genes that make them resistant to antibiotics.

7. ❸ This replay item is an Understanding the Function of What Is Said question.

   You are asked why the woman says the following:

   "Um, but first of all, though, how many pages do we have left? I told my roommate I'd meet her at the library at seven o'clock."

   Her statement about meeting her roommate is part of the context in which the main discussion takes place. The man is trying to learn about bacteria, but she is saying they have only a limited amount of time to spend on the discussion. The function of her statement is to tell the man that she must keep her appointment with her roommate and therefore they must finish soon.

8. ❶ This is a Detail question. When you hear a new term defined, in either a lecture or a conversation, you should note it. Here the students spend a large part of the conversation discussing why the "transposons" are called "jumping genes." The woman says twice that the reason is that the genes can migrate, or "jump" from one cell to another. The correct answer is choice 1.

9. ❶ ❸ This is another Detail question. It asks you to identify two ways that bacteria acquire the resistance gene. Both students mention that the gene can be inherited from a parent cell. They then have a longer discussion about the "jumping gene" and how a "jumping gene" can carry the resistance gene to a new cell. Nothing is mentioned about "white blood cells," and "resistance genes being carried by antibiotics" is directly contradicted by the discussion. The correct answers are choices are 1 and 3.

10. ❸ The question uses the verb *inferred*, so you know this is a Making Inferences question. The students say repeatedly that some bacteria resist "the drugs we use against them." From this you can infer that an antibiotic is a medicine used against some bacteria. The students say the resistance genes "weaken the antibiotics" and "stop the antibiotics." From these clues you should infer that choice 3, "the resistance genes make the treatment of bacterial diseases more difficult," is the correct answer.

Questions 11–16

Track 14 Listening Script

Narrator
Listen to part of a talk in an Environmental Science class.

Professor
So, I wanted to discuss a few other terms here . . . actually, some, uh some ideas about how we manage our resources.

Let's talk about what that . . . what that means. If we take a resource like water . . . well, maybe we should get a little bit more specific here—back up from the more general case—and talk about underground water in particular.

So, hydrogeologists have tried to figure out . . . how much water can you take out from underground sources? This has been an important question. Let me ask you guys: how much water, based on what you know so far, could you take out of, say, an aquifer . . . under the city?

Male Student
As . . . as much as would get recharged?

Professor
OK. So, we wouldn't want to take out any more than naturally comes into it. The implication is that, uh, well, if you only take as much out as comes in, you're not gonna deplete the amount of water that's stored in there, right?

Wrong, but that's the principle. That's the idea behind how we manage our water supplies. It's called "safe yield." Basically what this method says is that you can pump as much water out of a system as naturally recharges . . . as naturally flows back in.

So, this principle of safe yield—it's based on balancing what we take out with what gets recharged. But what it does is, it ignores how much water naturally comes out of the system.

In a natural system, a certain amount of recharge comes in and a certain amount of water naturally flows out through springs, streams, and lakes. And over the long term the amount that's stored in the aquifer doesn't really change much. It's balanced. Now humans come in . . . and start taking water out of the system. How have we changed the equation?

Female Student
It's not balanced anymore?

Professor
Right. We take water out, but water also naturally flows out. And the recharge rate doesn't change, so the result is we've reduced the amount of water that's stored in the underground system.

If you keep doing that long enough—if you pump as much water out as naturally comes in—gradually the underground water levels drop. And when that happens, that can affect surface water. How? Well, in underground systems there are natural discharge points—places where the water flows out of the underground systems, out to lakes and streams. Well, a drop in the water level can mean those discharge points

will eventually dry up. That means water's not getting to lakes and streams that depend on it. So we've ended up reducing the surface water supply, too.

You know, in the state of Arizona we're managing some major water supplies with this principle of safe yield, under a method that will eventually dry up the natural discharge points of those aquifer systems.

Now, why is this an issue? Well, aren't some of you going to want to live in this state for a while? Want your kids to grow up here, and your kids' kids? You might be concerned with . . . does Arizona have a water supply which is sustainable—key word here? What that means . . . the general definition of sustainable is will there be enough to meet the needs of the present without compromising the ability of the future to have the availability . . . to have the same resources?

Now, I hope you see that these two ideas are incompatible: sustainability and safe yield. Because what sustainability means is that it's sustainable for all systems dependent on the water—for the people that use it and for . . . uh, for supplying water to the dependent lakes and streams.

So, I'm gonna repeat this: so, if we're using a safe-yield method, if we're only balancing what we take out with what gets recharged, but—don't forget, water's also flowing out naturally—then the amount stored underground is gonna gradually get reduced and that's gonna lead to another problem. These discharge points—where the water flows out to the lakes and streams—they're gonna dry up. OK.

Answer Explanations

11. ❶ The first question in this set is a Gist-Content question, as is usually the case in a lecture set. It's important to remember that you are hearing only part of the lecture.

    The beginning of this excerpt shows that the professor is talking about different ways to manage natural resources. He chooses underground water as an example of a natural resource, and then goes on to discuss one particular way of managing the underground water supply called "safe yield." His focus is on the "safe-yield" approach to managing underground water supplies. Thus the correct answer is choice 1. The other choices are aspects of underground water that an environmental scientist might discuss, but they are not the focus of this excerpt.

12. ❸ The lecture makes clear that the professor does not think the "safe-yield" approach is appropriate. He communicates this indirectly in several ways, particularly when he says, "we're managing some major water supplies with this principle of safe yield, under a method that will eventually dry up the natural discharge points of those aquifer systems." Although the term "safe yield" indicates that it is safe, the professor is saying that it is, in reality, not safe, because it does not take into account the other ways that water can leave the system besides pumping water out for people's use. The correct answer is choice 3.

13. ❸ ❹ This is a Detail question. All four choices are possible results of removing water from an underground system, but the professor discusses only 3 and 4.

14. ❹ This is an Understanding the Function of What Is Said question. The professor asks these questions:

    "Now, why is this an issue? Well, aren't some of you going to want to live in this state for a while? Want your kids to grow up here, and your kids' kids?"

    The purpose is to point out to the students that, over time, there will be serious consequences to depleting the underground water supply. He thinks the students should consider the future of the state of Arizona. Therefore, the correct answer is choice 4.

15. ❶ This is a Detail question. The professor defines sustainability as the ability to meet present and future needs. Since his main criticism of "safe-yield" management is that it is not sustainable, knowing the meaning of *sustainable* is key to understanding the lecture. "Short-term and long-term needs" are the same as "present and future needs," so choice 1 is the correct answer.

16. ❷ Because the question uses the word *imply,* we expect this to be a Making Inferences question. It is, however, a very easy inference. The professor says, "these two ideas are incompatible: sustainability and safe yield." If the "safe-yield" method is incompatible with sustainability, then water supplies managed by "safe yield" are not sustainable. The correct answer is choice 2.

Questions 17–22

Track 16 Listening Script

Narrator
Listen to part of a lecture in a philosophy class. The professor has been talking about ethics.

Professor
OK. If we're going to discuss goodness and justice—what makes an individual good or a society just or virtuous—then we need to start with the ancient Greeks. So we'll start with Plato—Plato's philosophy. Now, some of you may have studied Plato's philosophy in some other course, so this might be easy. OK. At the risk of boring you, let me give you just an overview of Plato's ethical theory. Plato says the soul has—and by "soul" he simply means that which animates the body, gives it life—anyway, he says that the soul has three separate parts . . . called, um, "faculties," which I'll come back to. He believed that goodness in an individual was to be found when the three parts of the soul worked together, when they weren't in conflict, but existed in harmony. A good or just person will have a soul in which the three faculties work well together.

So, how does he arrive at that analysis? Well, he starts out in his very famous work, *The Republic*, um, he starts out by saying it's very difficult to get a grasp on

what the individual's soul looks like. So, to get some idea of what the individual human soul is like, he says we should study the structure of society—what kinds of people and activities every society has to have. He argues that every society has to have three groups of people: workers, soldiers, and leaders. And each has a sort of defining characteristic.

Every society has to have workers like farmers or, um, people who work in factories, producing all the things that we need for everyday life. And according to Plato, the key feature of workers is that they're focused on their own desires or appetites—interested in satisfying the needs of the body. So workers are associated with desire . . . OK?

Now, if you live in a society that has a good amount of wealth—um, good agriculture, good industry—other societies are probably going to try to take it. So you need a class of soldiers, who are supposed to protect the state from external threats. Well, these soldiers, well, they're going to be in dangerous situations quite frequently, so you need people with, um, a . . . a lot of high spirit—uh, an emotional type of individual. Emotion is what characterizes this group.

And then, Plato says, the third group you need is leaders. Their main role will be to think rationally, to use their reason or intellect to make decisions. As decision makers, leaders determine what the state is to do, how the affairs of the citizens are to be run.

Plato then asks himself: OK, assume we've got such a society with these three groups. When will this society be a good, um, a . . . a just society? Well, you can only have a good society when its three parts are working well together—each doing its proper thing. And Plato believes this can only happen if workers and soldiers learn moderation or self-control.

But why? Why do workers and soldiers have to learn self-control? Well, how can a society flourish if the workers and soldiers don't control their desires and emotions? Plato thinks that if they aren't under control, workers will sleep too much and play too much, so they're not going to get their jobs done. And soldiers need to channel their high spiritedness in a certain direction, precisely by being courageous.

But you're not going to get that automatically. You need to teach them this kind of moderation. So you need an educational system that first of all will train the leaders, so that they'll make good decisions, so they'll know what's wise. Then make leaders responsible—um, uh, turn over to them the education of the other two groups. And through education, build a society so that the workers and soldiers learn to use their intellect to control their desires and emotions. If you had all that, then, for Plato, you'd have a good or just society.

Now, take that picture—that social, political picture—and apply it to the individual person. You remember about the soul? That it consists of three separate parts, or faculties? Can you guess what they are? Desires, emotions, and intellect—the characteristics associated with the three groups of society. And can you guess how Plato defines a good or just person? Well, it's parallel to how he characterizes a good or just society. The three parts have to be in harmony. In each of us, our desires and emotions often get the better of us, and lead us to do foolish things. They're in conflict with the intellect. So, to get them to all work together, to co-exist in harmony, every person needs to be shaped in the same way that we've shaped society—through the educational system. Individuals must be educated to use their intellect to control their emotions and desires. That's harmony in the soul.

Answer Explanations

17. ❹ This is a Gist-Purpose question. Most of the excerpt that you listened to was about Plato's theory that society is made up of three groups. However, the beginning and the end of the excerpt set the context for this discussion. Plato discusses society because he thinks a society is similar to an individual person. The speaker is describing Plato's ideas, and does not say whether they are true or not, so neither choice 1 nor choice 2 can be correct. Again, the speaker is not concerned with the real, historical societies, so choice 3 cannot be correct. Only choice 4 is possible.

18. ❶ This question asks you to listen again to this statement: "Now, some of you may have studied Plato's philosophy in some other course, so this might be easy. OK. At the risk of boring you, let me give you just an overview of Plato's ethical theory."

    You are then asked a Making Inferences question. The professor is anticipating that some students may have already studied *The Republic* in another class and be familiar with the basics of Plato's theory. He says that the review may be "easy" or "boring" to students already familiar with the theory, but he is talking about his review, not the theory itself. So choices 2, 3, and 4 are not implied. Choice 1, that some students might be familiar with the theory, is implied.

19. ❷ This question asks you to listen again to this part of the lecture: "But why? Why do workers and soldiers have to learn self-control? Well, how can a society flourish if the workers and soldiers don't control their desires and emotions?"

    Then you are asked why the professor says this:

    "Well, how can a society flourish if the workers and soldiers don't control their desires and emotions?"

    You are asked the purpose of a question, so this is an Understanding the Function of What Is Said item. The quote is an example of a rhetorical question and is really an answer to the previous question, "Why do workers and soldiers have to learn self-control?" The question "How can a society flourish . . ." is a way of saying "A society cannot flourish if workers and soldiers do not exercise self-control." The correct answer is choice 2.

20. ❷ ❸ This is a Detail question that asks you to identify two points the professor makes about Plato's view of education. Since the lecture has been about both Plato's theoretical model of society and about a model of human nature, you might anticipate that one point will be about society and one about the individual. According to the professor's summary, for individuals, the intellect must be strengthened through education. For the model society, the leaders must educate the other two groups. The correct answers are choices 2 and 3.

21. This question is easy to recognize as a Connecting Content question. Based on information in the lecture, you must indicate whether or not certain statements about human emotion reflect beliefs held by Plato. The chart correctly filled out looks like this:

For each sentence, put a checkmark in the YES or NO column.

	YES	NO
Emotion is usually controlled by the faculty of desire.		✓
Emotion ought to be controlled by the faculty of intellect.	✓	
Emotion is what motivates soldiers.	✓	

The professor discusses emotions and desires as being controlled by the intellect, but he says nothing about them being related to one another, so statement 1 is not supported by the lecture. According to the professor, Plato does believe that for people to be happy, the intellect must control emotions, so statement 2 is supported. The professor says about Plato's soldiers, "Emotion is what characterizes this group." So statement 3 is also supported by the lecture.

22. ❶ This is a Detail question. In the last two paragraphs of the lecture, when the professor returns to discussing individuals, he says three times that in Plato's theory the parts of the individual must be in harmony. When the lecturer repeats a point two or three times, that is a good clue that it is one of the main points of the excerpt and you should be prepared to answer a question about it. The correct answer is choice 1.

Questions 23–28

Track 19 Listening Script

Narrator

Listen to part of a talk in a botany class.

Professor

OK. So we've talked about some different types of root systems of plants, and I've shown you some pretty cool slides, but now I want to talk about the extent of the root system—the overall size of the root system . . . the depth. I want to tell you about one particular experiment. I think you're going to find this pretty amazing. OK. So there was this scientist . . . this very meticulous scientist decided that the best place to see a whole root system—to actually see how big the entire system got—the best place would be to grow it . . . where?

Female Student

Um, water?

Professor

In water. So he took rye plants—it was rye plants—and he started growing them in water. Now, you've all heard of growing stuff in water before, right?

Male Student

It's done commercially, right? Uh, like to grow vegetables and flowers?

Professor

Right. They grow all kinds of commercial crops in water. So, if you're growing things in water, you can add the fertilizer. What do you need to do to that water besides put fertilizer in it? Anyone ever actually tried to grow plants in water? You must bubble water through it. Bubble gas through it. I'm sorry, you must bubble gas through it. So, gas, you have to bubble through. Think about the soil we talked about last week, about growing plants in soil. Think about some of you who have killed your favorite houseplants, 'cause you loved them too much. If you overwater, why do your favorite houseplants die?

Female Student

Oh, no oxygen.

Professor

Not enough oxygen for the roots . . . which do what twenty-four hours a day in all seasons?

Female Student

Respiration?

Professor

Respire . . . respiration . . . they breathe. So, if you just stick rye plants in water, it doesn't make a difference how much fertilizer you add, you also need to bubble gas through the water, so they have access to that oxygen. If they don't have that, they're in big trouble. OK. So this guy—this scientist—grew a rye plant in water so he could see the root system how big it got—its surface area. I read about this and the book said one thousand kilometers of roots. I kept thinking: this has to be a mistake. It just doesn't make any sense to me that . . . that . . . that could be right. But that's what all the books have, and no one's ever corrected it. So, let me explain to you about this rye plant. If you take a little seed of many grasses—and remember rye is a grass; if you take a tiny little seed and you germinate it—actually, take one of my least favorite grasses that starts growing about May. What's my least favorite grass that starts growing about May?

Male Student

Crabgrass.

Professor

Crabgrass.

Remember how I showed you in the lab, one little seed starts out producing one little shoot. Then at a week or so later you've got about six shoots, and then, three weeks later you've got about fifteen shoots coming out all directions like this—all those little shoots up there? Well, that's what they did with the rye. And the little seedling started and pretty soon there were several shoots, and then more shoots. In the end, that one single seed produced eighty shoots, with an average of fifty centimeters of height . . . from one seed. Eighty shoots coming out, average fifty centimeters high. When they looked at the shoot versus the root surface, they found that the

shoot surface, with all of its leaves, had a total surface area of about five square meters. Now, here's the biggie, when they looked at the root surface area, you would expect that the root and the shoot would be in balance, right? So, they should be pretty close in terms of surface area, right?

Male Student
Uh-un.

Professor
What's that? Did somebody say "no"? Well, you're absolutely correct. Instead of five square meters, the root system was found to have more than two hundred square meters of surface area. Where did all of that extra surface area come from? Who did it? Who was responsible for all those extra square meters of surface area? What did roots do to increase their surface area?

Female Student
Root hairs.

Professor
Root hairs, that's exactly it. So those root hairs were responsible for an incredible chunk of surface area. They constantly have to be spread out in the water so they can absorb minerals from the fertilizer, and of course they need oxygen access as well.

Answer Explanations

23. ❶ This is a Gist-Content question. This lecture is not highly organized and includes interaction from the students. However, despite the short digressions, the lecturer at the beginning and at the end repeats that the point of the talk is to explain how big root systems can be compared to the other parts of the plant. She mentions nutrients and different kinds of grasses, but they are subordinate to her main point. The correct answer is choice 1.

24. ❸ This is a Detail question. The professor says that the scientist in the experiment wanted "to actually see how big the entire system got . . ." "Entire system" refers to root system, so the correct answer is choice 3.

25. ❶ This is an Understanding the Function of What Is Said question. You are asked to listen to this part of the lecture again:

    What do you need to do to that water besides put fertilizer in it? Anyone ever actually tried to grow plants in water? You must bubble water through it. Bubble gas through it. I'm sorry, you must bubble gas through it. So, gas, you have to bubble through. Then you are asked specifically why the professor says: "I'm sorry, you must bubble gas through it."

    In real speech, people sometimes misspeak; that is, they say a word that is different from the one they intended. This happens more often in informal speech, and this discussion is informal. As you can see from the script, in the previous sentence the professor said, "You must bubble water through it." *It* refers to water. So she has said, "You must bubble water through water,"

which does not make sense. The professor immediately corrects herself and repeats the correction twice, so the students know she meant to say "gas." Her purpose is to correct her previous words, so choice 1 is the correct answer.

26. ❷ This is an Understanding Organization question. Although this might seem to be a digression, the professor is using an example to explain why plants that are grown in water must have gas bubbled through the water. When people give houseplants too much water, they are, in effect, "growing the plants in water" unintentionally. The plants die because the roots are deprived of oxygen. The purpose of the discussion of houseplants is to explain why in the experiment, gas was bubbled though the water. The correct answer is choice 2.

27. ❸ You are asked to listen again to this part of the lecture:

    I read about this and the book said one thousand kilometers of roots. I kept thinking: this has to be a mistake. It just doesn't make any sense to me that . . . that . . . that could be right. But that's what all the books have, and no one's ever corrected it. So, let me explain to you about this rye plant.

    Like most replay questions, this is an Understanding the Function of What Is Said item. The lecturer says that "one thousand kilometers of roots" did not make any sense to her. She seems to be expressing doubt. But her next sentence makes clear that the "one thousand kilometers" figure is accurate. She intends to explain why such a surprising, or unbelievable, fact is true. The correct answer is choice 3.

28. ❹ This is a Detail question. The professor mentions crabgrass because it is more familiar to her students than rye. She is making the point that many different kinds of grasses produce many roots from a single seed. She mentions that crabgrass begins growing in May, but that is not her point (choice 1). She does not say anything about how much water it requires (choice 2). Choice 3 is the opposite of what she says. Choice 4 is the correct answer.

Questions 29–34

Track 22 Listening Script

Narrator

Listen to part of a lecture in a business management class.

Professor

OK. Uh, let's talk about organization and structure in a company. How are companies typically structured?

Female Student

Functionally.

Professor

And . . . ?

Female Student
By projects.

Professor
Right. By function . . . and by projects. Twenty years ago companies were organized in function groups, where people with a certain expertise worked together as a unit—the, uh, architects in one unit, the finance people in another unit. Well, nowadays a lot of companies are organized around projects—like a construction company could be building an office building in one city and an apartment house somewhere else, and each project has its own architects and engineers.

Now, the good thing about project organization is that it's easier to change to adapt to the needs of the project—it's a small group, a dedicated team, not the whole company.

Now, with that in mind, here's a question for you: Why do we continue to organize ourselves by function, even now, when in fact we admit that projects are the lifeblood of a lot of organizations? Why do some companies maintain a functional organization instead of organizing around projects? Yes?

Female Student
Because, um, if you don't have that functional structure within your organization, chances are you'd have a harder time meeting the goals of the projects.

Professor
Why?

Female Student
Why?

Professor
Listen, let's say we got four new cars we want to design. Why do we need a functional organization? Why not just organize the company around the four projects—these people make car number one, these other people make car number two . . .

Female Student
Yeah, but who's gonna be responsible for what? You know, the way you tell who's . . .

Professor
Well . . . well, we'll appoint a manager: new car number one manager, car number two manager—they're completely responsible. Why should we have a single engineering department that has all four cars passing through it?

Female Student
When you design a car, you need the expertise of all the engineers in the company. Each engineer needs to be in touch with the entire engineering department.

Professor
Yeah, but I keep . . . I keep asking why? I wanna know why. Yes.

Male Student
Well, to eliminate redundancy's probably one of the biggest factors in an organization. So that uh. . . so that there's there's . . . standards of . . . for uniformity and efficiency in the organization.

Professor

OK. And . . . and that's probably the primary reason for functional organization right there—is that we want some engineering consistency. We want the same kind of technology used in all four cars. If we disperse those four engineers into four parts of the organization and they work by themselves, there's a lot less chance that the technology's gonna be the same from car to car. So instead we maintain the functional organization—that means the engineers work together in one part of the building. And their offices are next to each other because we want them to talk to each other. When an engineer works on a project, they bring the expertise of their whole functional group with them.

But there's a downside of that though, isn't there? I mean, organizing a company into functional groups is not all positive. Where's the allegiance of those engineers? It's to their coordinator, right? It's to that chief engineer. But we really want our one engineer, the engineer that's working on car number one, we want that person's loyalty to be to that project as well as to the head of the engineering group. We . . . we really want both, don't we? We want to maintain the functional organization, so we can maintain uniformity and technology transfer, and expertise. We want the cutting edge expertise in every group. But at the same time we also want the engineer to be totally dedicated to the needs of the project. Ideally, we have a . . . a hybrid, a combination of both functional and project organization.

But there's a problem with this kind of hybrid structure. When you have both functional and project organization, well, what does that violate in terms of basic management principles?

Female Student

Unity of command.

Professor

Unity of command. That's exactly right. So this . . . this is a vicious violation of unity of command, isn't it? It says that this engineer working on a project seems to have two bosses. We . . . we got the engineering boss, and we got the project manager boss. But the project manager is responsible for the project, and is not the official manager of the engineer who works on the project. And we try to maintain peace in the organizations and sometimes it's disrupted and we have conflicts, don't we? The project manager for car one wants a car part to fit in a particular way, for a specific situation, a specialized case. Well, the, uh, engineering director says no, we gotta have standardization. We gotta have all the cars done this way. We can't make a special mold for that particular part for that particular car. We're not gonna do that. So we got a conflict.

Answer Explanations

29. ❷ This is a Gist-Content question. Although the lecture includes exchanges between the professor and the students, it is clearly organized around a comparison of the strengths and weaknesses of two different organizational principles. It is not about the automobile industry; that is just an example (choice 1). It is not even about engineering; that is a function that is used as an example (choice 3). It does not offer a resolution of the conflict it describes (choice 4). The correct choice is 2; it is about two alternative organizational structures.

30. ❷ This is an Understanding Organization question. The professor discusses the construction company as an example of the kind of company that could be organized around project teams. Choice 2 is correct. The other choices are about functional organizations, the opposite organizing principle.

31. ❸ In this replay question you listen again to a question from the professor, an answer by a student, and another question by the professor. It is an Understanding the Function of What Is Said question. In order to understand the professor's second question, you must recognize that it is a repetition of the previous question. By repeating his question after the student's answer, the professor is signaling that it has not been satisfactorily answered. He is also signaling that the answer to his question is an important point. The correct answer is choice 3; the student's answer does not include a point the professor wants to make.

32. ❶ This is a Detail question. In this lecture, the professor does not explicitly define "unity of command." But in the last part of the talk he gives an example of the absence of unity of command: "this engineer working on a project seems to have two bosses." Choice 1 is the correct response.

33. ❷ To answer this question, you need to recognize the difference between the examples the professor uses in the lecture and the principle that the lecture is actually about. The question asks about a "conflict" discussed in the lecture. Choices 1, 3, and 4 are about specific conflicts that might occur in one of the organizations the professor uses as examples. Only choice 2 is about the general principle of a conflict between two equally important goals. Choice 2 is the correct answer.

34. This question is easy to recognize as a Connecting Content question. Based on information in the lecture, you must indicate whether or not certain statements describe functional organization of project organization. The chart correctly filled out looks like this:

	Functional Organization	Project Organization
It encourages people with similar expertise to work closely together.	✓	
It helps the company to adapt quickly and meet changing needs.		✓
It helps to achieve uniformity in projects.	✓	

Speaking

Listening Scripts and Sample Responses With Raters' Comments

Use the sample Independent and Integrated Speaking rubrics on pages 187 to 190 to see how responses are scored. The raters who listen to your response will analyze it in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

This section includes important points that should be covered when answering each question. All of these points must be present in a response in order for it to receive the highest score in the Topic Development category. These important points are guides to the kind of information raters expect to hear in a high-level response.

This section also refers to example responses on the accompanying audio tracks. Some responses were scored at the highest level, while others were not. The responses are followed by explanations for their scores.

Question 1

Track 24 Listening Script

Narrator

Choose a place you go to often that is important to you and explain why it is important. Please include specific details in your explanation.

Preparation time: 15 seconds
Response time: 45 seconds

Important Points

In this question, you are asked to talk about a place you like to go often and explain why it is important to you. People who listen to your response should be able to easily follow the progression of your ideas. Responses scored at the highest level contain ideas supported with details and elaboration that go beyond simple structures. For example, the response *"I like this place because it is nice"* does not have enough detail. Why is this place nice? Developing this idea more might look like this: *"I like this place because it is quiet and peaceful. Listening to the ocean waves on the beach relaxes me and helps me to relieve stress."*

Sample Responses

Play Audio Track 31 to hear a high-level response for Question 1.

Rater's Comments

The speaker continues speaking throughout the entire 45 seconds. She speaks clearly using a variety of vocabulary and a wide range of grammar. Her reasons are well developed. She uses specific details about why France is an important place for her. Instead of just saying, *"I'm interested in French culture because it is interesting,"* she elaborates by talking about her friend, her interest in French history and culture from a young age, and the food. There is a logical progression of ideas that makes the response easy to understand.

Play Audio Track 32 to hear a mid-level response for Question 1.

Rater's Comments

This response is sustained and the speech is generally understandable. At times, though, the speaker's pronunciation makes it difficult to understand the meaning of her ideas. She really gives only one reason why she likes shopping. This reason is used repetitively without much elaboration. Shopping is something she likes very much and makes her feel better. She could have added complexity to her ideas by saying something like *"When I go shopping, I usually go with friends and we have a good time together without thinking about jobs, or schoolwork."* She also makes some basic grammatical errors and uses a limited range of vocabulary.

Question 2

Track 25 Listening Script

Narrator

Some college students choose to take courses in a variety of subject areas in order to get a broad education. Others choose to focus on a single subject area in order to have a deeper understanding of that area. Which approach to course selection do you think is better for students and why?

Preparation time: 15 seconds

Response time: 45 seconds

Important Points

In this question, you are asked to make a choice between two given options. In a complete, well-developed response, you should clearly state your choice/preference. You may choose both options, but you must support both of them with reasons that are detailed. If you think taking a variety of courses is better, make sure you explain in detail what your reasons are for having that opinion. Here is an example: "Taking a variety of courses is better because it gives you an opportunity to learn about subjects outside of your field of study. Because so many fields of study are related, you never know when knowledge from one area will be helpful

in another." This kind of response clearly shows which option was chosen and includes a detailed reason why it was chosen.

Sample Responses

Play Audio Track 33 to hear a high-level response for Question 2.

Rater's Comments

The speaker gives a thoughtful, sustained answer with ideas and reasons that progress logically. He speaks fluently and demonstrates good control of grammar and vocabulary, with only minor errors that do not obscure the meaning of his ideas. The speaker very clearly states his opinion that the answer depends on whether you are an undergraduate or graduate student. He continues by giving a detailed reason that supports each perspective.

Play Audio Track 34 to hear a low-level response for Question 2.

Rater's Comments

Although the speaker's pronunciation is clear, his pace is slow and irregular. The clearest parts of his speech are words that he has taken from the prompt of the question. He demonstrates very limited vocabulary. His thoughts are understandable at the sentence level, but there are very few connections between sentences. Such connections would help listeners to understand what is being said or enable them to predict what will likely come next. The opinion is stated in the beginning. However, he frequently uses words from the prompt and repeats the same idea throughout the response.

Question 3

Track 26 Listening Script

Narrator

The university is planning to eliminate its bus service. Read the article from the university newspaper about the plan. You will have 45 seconds to read the article. Begin reading now.

Reading time: 45 seconds

Bus Service Elimination Planned

The university has decided to discontinue its free bus service for students. The reason given for this decision is that few students ride the buses and the buses are expensive to operate. Currently, the buses run from the center of campus past university buildings and through some of the neighborhoods surrounding the campus. The money saved by eliminating the bus service will be used to expand the overcrowded student parking lots.

Narrator
Now listen to two students discussing the article.

Man
I don't like the university's plan.

Woman
Really? I've ridden those buses, and sometimes there were only a few people on the bus. It did seem like kind of a waste.

Man
I see your point. But I think the problem is the route's out-of-date. It only goes through the neighborhoods that've gotten too expensive for students to live in. It's ridiculous that they haven't already changed the route—you know, so it goes where most off-campus students live now. I bet if they did that, they'd get plenty of students riding those buses.

Woman
Well, at least they're adding more parking. It's gotten really tough to find a space.

Man
That's the other part I don't like, actually. Cutting back the bus service and adding parking's just gonna encourage more students to drive on campus. And that'll just add to the noise around campus and create more traffic . . . and that'll increase the need for more parking spaces . . .

Woman
Yeah, I guess I can see your point. Maybe it would be better if more students used the buses instead of driving.

Man
Right. And the university should make it easier to do that, not harder.

Narrator
The man expresses his opinion of the university's plan to eliminate the bus service. State his opinion and explain the reasons he gives for holding that opinion.

Preparation time: 30 seconds
Response time: 60 seconds

Important Points

The university plans to eliminate the bus service because it is too expensive to run and too few students use it. The man disagrees with the university plan. He believes the reason few students take the bus is that the route goes to neighborhoods where students do not live. If the routes were changed, many more students would ride the bus.

The man disagrees with the way the university plans to use the money it saves on the bus service. Building more parking lots on campus will encourage more students to drive on campus. This would increase noise and traffic on campus.

Sample Responses

Play Audio Track 35 to hear a high-level response for Question 3. Play Audio

Rater's Comments

The speaker gives a clear and coherent response that is detailed and accurate. He speaks quickly, but this does not prevent him from being understood. He very clearly states the man's opinion and summarizes the man's reasons for having that opinion. He uses complex grammatical structures and a wide variety of appropriate vocabulary. As a result, his speech seems to flow automatically.

Play Audio Track 36 to hear a mid-level response for Question 3. Play Audio

Rater's Comments

The speaker's first language moderately influences her pronunciation, intonation, and pacing. This creates some listener effort. She provides content that is relevant to the task, but her limitations in language use hinder her ability to accurately convey relevant details. She fills the entire time with understandable speech. However, she incorrectly repeats throughout the response time that students cannot afford to ride the bus. She also says that few students will drive cars and overcrowd the parking lots. This creates confusion for the listener. The speaker never mentions the man's concern about increased noise and traffic on campus.

Question 4

Track 27 Listening Script

Narrator

Now read the passage about the nature of social interaction. You will have 45 seconds to read the passage. Begin reading now.

Reading Time: 45 seconds

Social Interaction

People deal with each other every day. This interaction is at the heart of social life. The study of social interaction is concerned with the influence people have over one another's behavior. People take each other into account in their daily behavior and in fact, the very presence of others can affect behavior. For example, one principle of social interaction, audience effects, suggests that individuals' work is affected by their knowledge that they are visible to others, that the presence of others tends to alter the way people behave or perform an activity.

Narrator

Now listen to part of a talk in a sociology class. The professor is discussing audience effects.

Professor

OK, so we said that the way we interact with others has an impact on our behavior . . .

In fact, there's some interesting research to suggest that in one type of interaction—when we're being observed specifically, when we know we're being watched as we perform some activity—we tend to increase the speed at which we perform that activity.

In one study, college students were asked to each put on a pair of shoes—shoes with laces they would have to tie. Now one group of students was told that they would be observed. The second group, however, didn't know they were being observed. The students who were aware that they were being watched actually tied their shoes much faster than the students who thought they were alone.

Other studies confirm the same is true even when we're learning new activities. Let's say someone is learning a new task—for example, learning how to type. When they're conscious of being observed, they'll likely begin typing at a much faster rate than they would if they were alone.

But, and this is interesting, the study also showed that certain common behavior—things people typically do, like . . . making mistakes when you're learning something new that behavior pattern will also increase. So in other words, when we're learning to type, and we know we're being watched, we'll type faster but we'll also make more mistakes.

Narrator

Explain how the examples of tying shoes and learning to type demonstrate the principle of audience effects.

Preparation time: 30 seconds
Response time: 60 seconds

Important Points

The principle of audience effects suggests that when people are aware of being observed, their behavior changes. Specifically, in the two studies described, people worked faster when they were aware of being observed. In one study, two groups were told to put on shoes that tied. One group was told it would be observed and the other was not. The group that knew it was being observed tied shoes much faster than the other group. In learning to type, those being observed type faster, but they also make more mistakes than those not aware of being observed.

Sample Responses

Play Audio Track 37 to hear a high-level response for Question 4. Play Audio

Rater's Comments

The speaker speaks clearly. She identifies the concept of audience effects and the two examples from the listening. She organizes her response in a logical way that leads the listener from one sentence to the next. She supports her response with accurate details and demonstrates a sophisticated level of both grammatical structures and vocabulary. This is evident in the way she smoothly transitions from one idea to the next and the efficient use of language to accurately summa-

rize the examples from the listening. There are only very minor errors in language use, but they do not prevent her response from being understood.

Play Audio Track 38 to hear a mid-level response for Question 4.

Rater's Comments

The speaker sustains his response throughout. His pronunciation and intonation is affected by his first language. These pronunciation errors make it hard to know what he means. The speaker identifies the concept and the two examples, but with inaccuracies. Instead of summarizing each experiment, he combines the summary of both experiments. This causes him to incorrectly conclude that you make more mistakes when you are being watched while tying your shoes. Additionally, the speaker sometimes stumbles when trying to form basic words (slowlier), which shows a moderate control of grammar and vocabulary.

Question 5

Track 28 Listening Script

Narrator

Listen to a conversation between a student and her geology professor.

Man

Mary, I'm so glad I ran into you.

Woman

Oh hello, Professor Jensen.

Man

Listen, I know it's short notice . . . and maybe you've already made plans for spring break . . . but . . . one of my students just dropped out of the field trip to the Smithson River Caves. You're next on the waiting list, so now there's room for you to come along.

Woman

You're kidding! *[disappointed]* I didn't think there was a chance . . . and . . . well, it's a three-day trip, right? I agreed to spend next week helping Professor Clark set up the new museum exhibition. I think she's really counting on me.

Man

Yeah, three days. But you know . . . if you'd rather come on the field trip, why not speak with her and see if she has anyone to replace you?

Woman

Yeah, I'd hate to miss out on the caves. I'll definitely ask Professor Clark if there's someone else who could help her.

Man

You know . . . we don't leave until Wednesday. If you still have to help out, any chance you could get the museum setup done before then?

Woman

Oh yeah . . . not until Wednesday . . . so then yeah . . . maybe that's possible too.

Narrator

The speakers discuss two possible solutions to the woman's problem. Describe the problem and the two solutions. Then explain what you think the woman should do and why.

Preparation time: 20 seconds
Response time: 60 seconds

Important Points

The problem the student faces is a conflict between an earlier commitment to help with a museum exhibition setup and a more recent opportunity to go on a field trip led by one of her professors. She could talk to Dr. Clark about finding a replacement to help with setting up the museum exhibition. As an alternative, since the field trip doesn't start until later in the week, the student could try to finish setting up the exhibit before the field trip.

After summarizing the problem and solutions, you should choose the solution you think is best and give a detailed reason. For example, you could say that you think the student should stay to set up the museum exhibit because she should honor the commitment she made to Dr. Clark.

Sample Responses

Play Audio Track 39 to hear a high-level response for Question 5. Play Audio

Rater's Comments

There are minor pronunciation and intonation errors, but they do not prevent the speaker's response from being understood. She uses connecting words to mark the progression of ideas. Her control of grammar and vocabulary is evident in the way she efficiently summarizes the situation from the listening. The speaker clearly identifies the problem and both solutions. She organizes her response, so it is easy to follow her ideas from one to the next. She indicates her opinion of what the student should do. Although she runs out of time before she can explain why she holds that opinion, it is clear that she understands the task.

Play Audio Track 40 to hear a mid-level response for Question 5. Play Audio

Rater's Comments

The response is generally understandable. The speaker sustains speech throughout the response time. However, the sense of hesitation in the way the response is delivered requires some listener effort. The choppy delivery sometimes makes it difficult to know when one sentence or idea ends and when others begin. The speaker makes a number of errors with simple grammatical structures (*very like to, let her to take, make somebody to replace her*). Overall meaning, though, is not greatly affected by these errors. The speaker identifies the problem and describes the two solutions. A higher-level vocabulary would have been helpful to more effi-

ciently summarize the situation. The problems and two solutions are summarized with too much detail, which prevents the speaker from having time to state her preferred solution and give a reason for it.

Question 6

Track 29 Listening Script

Narrator

Now listen to a part of a talk in an economics class.

Professor

So, let's talk about money. What is money? Well, typically people think of coins and paper "bills" as money . . . but that's using a somewhat narrow definition of the term. A broad definition is this: *[slowly]* money is anything that people can use to make purchases with. Since many things can be used to make purchases, money can have many different forms. Certainly, coins and bills are one form of money. People exchange goods and services for coins or paper bills, and they use this money . . . these bills . . . to obtain other goods and services. For example, you might give a taxi driver five dollars to purchase a ride in his taxi. And he in turn gives the five dollars to a farmer to buy some vegetables . . .

But, as I said, coins and bills aren't the only form of money under this broad definition. Some societies make use of a barter system. Basically, in a barter system people exchange goods and services directly for other goods and services. The taxi driver, for example, might give a ride to a farmer in exchange for some vegetables. Since the vegetables are used to pay for a service, by our broad definition the vegetables are used in barter as a form of money.

Now, as I mentioned, there's also a second . . . a narrower definition of money. In the United States only coins and bills are legal tender—meaning that by law, a seller must accept them as payment. The taxi driver must accept coins or bills as payment for a taxi ride. OK? But in the U.S., the taxi driver is not required to accept vegetables in exchange for a ride. So a narrower definition of money might be whatever is legal tender in a society, whatever has to be accepted as payment.

Narrator

Using points and examples from the talk, explain the two definitions of money presented by the professor.

Preparation time: 20 seconds
Response Time: 60 seconds

Important Points

Under the broad definition, money is anything that can be used as payment (as a medium of exchange), e.g., coins/bills and barter. If you take a taxi ride, you could use vegetables as payment for the cab ride. Under a narrower definition, money is anything that must be accepted as payment (legal tender). In the United States, coins and bills are legal tender. A taxi driver must accept coins and bills as pay-

ment for the taxi ride. Vegetables and credit cards are not legal tender in the United States, so the taxi driver does not have to accept these as payment.

Sample Responses

Play Audio Track 41 to hear a high-level response for Question 6.

Rater's Comments

The speaker's pronunciation and intonation are highly intelligible. She speaks a little too quickly at times, but the overall meaning is not lost. Her words and ideas flow easily from one idea to the next. She uses complex grammatical structures and a wide range of vocabulary. The speaker fluently summarizes the stimulus accurately recounting the broad and narrow definition. Her response is detailed and sustained. She spends too much time summarizing the first definition and example, so she does not fully explain the second definition and example. However, it is obvious from the apparent ease in which she speaks that she understands the concept and is able to talk about it.

Play Audio Track 42 to hear a mid-level response for Question 6.

Rater's Comments

The speaker's pronunciation is generally clear. She sustains speech and continues to try to elaborate her ideas. The hesitance and choppiness indicates a lack of control of vocabulary and grammar. This significantly affects the overall intelligibility of the response. She conveys some relevant details including an almost accurate summary of both definitions of money. However, her response is clearly incomplete. The speaker's struggle to find the right words to convey her ideas prevents her from efficiently using her time. Neither of the examples is included in the response. Most of her ideas are underdeveloped.

Writing

Listening Script, Topic Notes, and Sample Responses with Raters' Comments

Use the Integrated Writing and Independent Writing Scoring Rubrics on pages 200–201 and 209–210 to see how responses are scored.

Writing Based on Reading and Listening

Track 30 Listening Script

The following is the script of the lecture that you heard and were asked to summarize.

You know, often in science, new findings force us to re-examine earlier beliefs and assumptions. And a recent study of meerkats is having exactly this effect. The study examined the meerkat's behavior quite closely, much more closely than had ever been done before. And some interesting things were found . . . like about eating habits . . . it showed that typically meerkats eat before they stand guard—so the ones standing guard had a full stomach! And the study also found that since the sentinel is the first to see a predator coming, it's the most likely to escape . . . because it often stands guard near a burrow, so it can run immediately into the burrow after giving the alarm. The other meerkats, the ones scattered about looking for food, are actually in greater danger.

And in fact, other studies have suggested that when an animal creates an alarm, the alarm call might cause the other group members either to gather together or else to move about very quickly, behaviors that might actually draw the predator's attention away from the caller, increasing that animal's own chances of survival.

And what about people—what about some human acts that might be considered altruistic? Let's take an extreme case, uh, suppose a person donates a kidney to a relative, or even to a complete stranger. A selfless act, right? But . . . doesn't the donor receive appreciation and approval from the stranger and from society? Doesn't the donor gain an increased sense of self-worth? Couldn't such non-material rewards be considered very valuable to some people?

Question

Summarize the points made in the lecture you just heard, being sure to specifically explain how they cast doubt on points made in the reading.

Topic Notes

You should understand the meaning of altruism and altruistic acts. The definitions are given in the reading: altruism describes behavior that is the opposite of selfishness; it is behavior that benefits another individual or the group with no reward. The lecturer questions whether the examples meet the definition.

A high-scoring response will include the following points made by the lecturer:

Point Made in Reading	Contrasting Point from the Lecture
Human organ donors gain nothing from their action.	The donors receive appreciation and approval from the rest of society.
Sentinel meerkats go without food to stand guard.	Sentinels actually eat before the other meerkats.
Sentinel meerkats place themselves in danger from predators.	Sentinels are actually the first to escape the predators.

Responses scoring 4 and 5 discuss altruistic/non-altruistic aspects of the three points in the table: human organ donation, meerkat sentinel eating behavior, and meerkat sentinel ability to escape.

Sample Responses with Raters' Comments

Score 5 Essay

The lecture completely refutes the passage. It is said in the lecture that, the perceived acts of altruism are nothing more than sneaky methods of gaining advantage for one's self.Contrary to the belief in the passage that sentinels risk their lives for the cause of the whole group, the professor says that the meerkat sentinels are in fact less prone to outside threats. The alarm sentinels give off causes to group to move rashly which draws the predators attention towards them, thus drawing away the attention from the sentinels. The lecture refutes the fact that these meerkats are altruistic in the sense that they gain nothing in exchange of their services. In fact, researches have shown that they have a full stomach as they perform this "altruistic" duty and have a better chance of escaping from danger because they witness it ifrst Proffesor also offers a different underlying motivation that causes people to believe that acts such as donating an organ or sharing food with someone in need are altruistic. She says that people gain appreciation as a result of such acts, which may be deemed by some much more important than materialistic gains.

Rater's Comments

This answer meets all the criteria for a Level 5 response to an integrated task. The writer does a good job of selecting, framing, and interweaving points from the lecture and reading, explicitly and fluently presenting accurate connections between the relevant points. All three points made by the lecturer are included. Language is used accurately and effectively, and the overall piece is well-organized.

Score 4 Essay

Baed on the lecture, meerkats actually do not sacrifice themself by becoming a sentinel. Firstly, the meerkats that become a sentinel usually eats before. Secondly, these meerkats usually standing guard near their burrows. As a result, when a predator is seen, they raise an alarm and reach a safe place before the other meerkats that hunt for food. This shows that these meerkats do not put themselves in danger. In fact, the lecturer warned that the the alarm raised by these meerkats could be harmfull for the other meerkats. One of the reason is that the responses of the other meerkats to the alarm might attract attention from the predator. Based on these reasons, meerkats can not be used as an example of a mammal that performs altruistic behavior.

The lecture also pointed out that, it is not always true that individuals performing altruistic acts gain nothings for themselves. For example, when a man give one of his/her kidney to a family member or even a stranger, his/her self-worth increase. He/she feels usefull for other people. Therefore, he/she gain something from his/her action.

In sum, altruism behavior in animal and human is questioned. It is difficult for individuals sacrificies its own interest without gain anything for themselves.

Rater's Comments

This response includes all the main points of the lecture. The first paragraph begins with a clear statement that sentinel meerkats do not sacrifice themselves. There are strong concluding statements in each of the first two paragraphs that are quite explicit about the import of the sentinel behavior and the organ donation. The connections to the reading could be stronger. The writer says that the sentinel meerkat eats "before," but does not make an explicit contrast to the passage which says that sentinel meerkats go without eating. The conclusion in the final paragraph is vague ("altruism . . . is questioned"). On balance then, this response is a level 4, with minor vagueness and omission. In terms of language, there are a number of minor errors: "themself," missing verb in the sentence beginning "Secondly," "one of the reason," "a man give," "It is difficult for individuals sacrificies."

Score 3 Essay

Acording to the lecture, examinig closely to the eating habits of meerkats, these animals are not altruistic, mainly because the sentinel before standing guard eats. So that it has a full stomach. Another fact is that the sentinel, being the first that sees the predator, is able to be the first in escape. Also the other meerkats that are hunting and looking for food are the ones in danger. Considering the altruistic human acts, the donation of body organs shouldn't be considered like that, mainly because when a person donates an organ he or she receives appreciation and recognition of society.

Because of this points the lecture might make the reader doubt, mainly because

the eating habits of the meerkats have been studied closely, giving arguments in order to justify that meerkats aren't doing altruistic acts.

The other argument about human and their altruistic actions sounds logical and a situiation in which a person would donate organs just to get appreciation of society couls be probable.

Because of this both, reading and lecture, are completely opposite, might make the user doubt and reflect more about altruism.

Rater's Comments

This response is at level 3. On the positive side, the response includes all the facts of the sentinel meerkat from the lecture as well as organ donation. However it is very vague in how it relates (see the Level 3 description in the Scoring Guide) the various points in the lecture to the points in the reading. There is no clear reference to the claim in the reading that the sentinel is sacrificing food or any explanation of the other meerkats being in danger. The statement commenting on organ donation, "The other argument about human and their altruistic actions sounds logical and a situation in which a person would donate organs just to get appreciation of society could be probable," is not very clear.

Score 2 Essay

Alturism is considered an act of selfishness. A research has been made, that shows the difference of alturism between humans and a special kind of mammal which is the meerkat. There is one of the meerkat that acts as a sentinel (having eaten before going to his sentinel place), and when it it aware that a predator is coming, he instantly gives a loud cry, and makes the others to run away to protect themselves. They do not get anything for their profit (the sentinels profit but he just stays there to protect it specie.

The other example that is given, is with humans. A clear example was given to show how selfishless works in humas beings. When a person, wants to donate an organ to somebody who is part of the family or not, may be that person expects the tfamily of the person tha has received the organ to give him or her thanks because of that favour. So, in that sense they make clear that there is a sense of selfishness in human beings, because they expect someting back. However, meerkats, do not have a sense of alturism, they just do their job without expecting anything back from their community.

Rater's Comments

The best part of this response is the explanation of the lecturer's point that organ donation can be seen from a selfish point of view. However it misrepresents the concept of altruism and is confused about the meaning of the information from the lecture about the sentinel's having eaten. The response misrepresents the point of the lecture by saying that humans are selfish but meerkats are truly altruistic. Because of the significant inaccuracies about both the lecture and the reading, this response is at level 2.

Score 1 Essay

> The lecture said about altruism. It happen both animal and human. First, the meerkat is a good example of altruism for animal. They have special eatting habit. The meerkat which guard and look out predator is full stomach. After finish standing guard they eat some food while other meerkat guard from predators. When they find predators then they alarm to others to hide into the shelter. Also, human is altruistic animal. People share their food with strangers or they donate food or clothing even body organs. It stated both human and animal are altruism.
>
> This lecture make our easy to understand and organize this lecture in mind. It shows short summary about this reading, and also give us some detail information. That is outlind of this reading. In addition, every contents is related to the reading, and also offer some more information. For this reason we can make sure about this reading.

Rater's Comments

Even though this response seems to include some information from the lecture (the fact that the guard meerkat "is full stomach"), it does not show how the information undermines the notion of altruism in meerkats; if anything, it is somehow construed as supporting the concept of meerkat altruism. The second paragraph contains severe language problems and communicates nothing to fulfilling the task. For these reasons, this is a level 1 response.

Writing Based on Experience and Knowledge

Topic

Some young adults want independence from their parents as soon as possible. Other young adults prefer to live with their families for a longer time. Which of these situations do you think is better? Use specific reasons and examples to support your opinion.

Topic Notes

This topic, in effect, equates independence with living apart from one's family. Both broader and narrower definitions of independence and "non-independence" are acceptable as possible responses to the given topic, even though a majority of writers will write to the dichotomy presented by the prompt. Some writers take a general overview and their choices and examples are general and "philosophical." Others use specific personal examples or personal narratives in their approach to the topic. Some writers take a specific side of the issue, and others approach the topic by discussing conditions under which it is better to move away and conditions under which a young adult might do better to stay longer with the family. All these approaches are valid, on-topic responses and are judged by the raters on their merits according to the scoring guidelines for this task type.

Sample Responses with Raters' Comments

Score 5 Essay—Sample 1

Every young adults will grow and live apart from their parents to form their own families. The ages for those young adults to be independent depends on each person. Some people may have to live longer with their parents and some others may not. This essay will discuss the issue of independent life and living with their families for a longer time.

Most young adults prefer to have a seperate or independent life from their parents or families as soon as possible. This is because they have a strong urge for freedom in doing what they desire. But in fact many of them fail. This should not be surprising since often they are actually not ready mentally although they are physically ready. It is widely understood that to live independently requires a lot of energy and is not easy at all. In this twenty first century, people may need more and more preparation because competition is increasing rapidly. An observation shows that many University graduated students are unemployed. Therefore, they will not be able to support and fulfill their necessities.

So living independently at an early age is not suitable for all young adults, some young adults may need to take more time to prepare themselves before going out to struggle. Young adults need to be ready to support themselves. Taking time to get more education and living with their families for a longer time may lead them to a better independent life because they will be well prepared for the hard-life outside. Still, living with their families for *too* long will not be a good idea because they could get to used to it and tend to be less independent.

The time to live independently depends on the person himself. He or she must decide whether they are ready to leave their parents to have an independent life or not. The decision will vary from one person to another. A person should judge that he is capable of fulfilling his needs without being dependent on his parents; this indicates that he is ready for his independent life. Otherwise he might need to stay longer with his parents.

Rater's Comments

This well developed essay meets all the criteria for earning a score of 5. The writer develops the topic through a detailed discussion of independence and of the suitability of living independently. The essay is unified and coherent. Sentence structure is varied, especially in paragraphs 2 and 3. The writer does not use high-level vocabulary, but word choice is correct throughout. There are minor errors ("University graduated students," "fulfill their necessities"), but these in no way interrupt the flow or meaning of the essay.

Score 5 Essay—Sample 2

Independence! Who doesn't want independece? But the bigger question is how much of an independence is being discussed here? Generally, when teenagers grow up, their needs and habit of living change. Some would like their parents to

be in control of the major decisions of their lives, while on the other hand, some would not like their parents to be involved in any sort of decision making process of their lives. In my opinion, the young adults should always consult their parents as their guides. I will try to demonstrate my point in the following paragraphs.

Let's assume a teenager grows up into a young adult. Now a major decision that he/she might have had to make was to what college/university they were going to attend. If we assume that the person seek complete independence from the early age, then they are generally going to make the decision themselves. But even if they made this desicion by themself, what is the probability that this is the best desicion. We all would agree that the best lesson learned is from a mistake, but why even let that happen? This is the most important decision they would have to make so far, and if they don't ask around, if they don't look at the wider picture, how are they supposed to end up at their very best opportunity? This, is what is known as a making/breaking point because this decision of theirs can make or break a very powerful potential future.

Now, suppose they passed the first make/break point. Then comes another one when they are going to marry. Normally, in the western culture, the man and the woman choose their marriage partners themselves, so this is not much of an important issue here. But, what about the cultures that predominantly have arranged marriages? In that case, choosing a husband or a wife could be a huge decision, because generally the marriages are not as easily broken as in the western culture. So, when it comes to this point, one would definately want to know their parents thinking and their previous experiance. This could come in very handy when one has a choice to make.

To sum it up, it is very good idea to ask for parents guides, and is never a bad a idea to give up a part of independence for a better future.

Rater's Comments

This essay has a rather informal, conversational tone and an "argument" that is coherently and fully developed. Sentence structure is varied throughout, and the writer consistently demonstrates command of language and English idioms, especially by using various informal expressions ("Let's assume," "we would all agree," "can make or beak," "come in very handy"). The essay meets all the criteria for a score of 5.

Score 4 Essay—Sample 1

There are different opinion regarding how long young adults should live with their parents. Some argues that the sooner a young adults become independence is the better while other think that it will be beneficial if they can live with their parents longer. In my opinion both have positive and negative sides. This essay will provide arguments for each case.

Some young adults favor for leaving their parents soon. They want to live free, independence from their parents' supervision. The good thing about being independence as soon as possible is that they can learn how to live by themselves. They must think how to support their living, otherwise they will still need the help

of their parents and can not be independence. Living in their own will teach them how to be tough in facing real difficulties. But, staying away from parents soon could also lead to negative behaviour if the young adults can not control themselves. They might think that they can do whatever they want with the friends they like. If their friends give bad influence on them, no one will warn them and they can have problems. Thus, I will agree for young adults to become independence as soon as possible if they are already mature enough and able to control themselves. Parents can help to judge this before they release them.

In the case of young adult is not mature enough, I believe that staying with parents will be better. Parents can provide guidance and help when their children need it. But, if the children is become too dependent on their parents, they will have difficulties in their older lives of becoming independece as the parents will not be available for them anymore. So parents in some way should teach their children about independence, for example by giving them responsibilities that should be handled without supervision.

Based on those arguments, I would like to say that either way could be better that the other depending on the maturity of young adults themselves. If they are mature and have self-control then living independently is better, otherwise they better stay with their parents until ready.

Rater's Comments

The points made in this essay are thoroughly developed and concretely supported. The essay is well organized and coherent, with a nice flow. What keeps the response from scoring a 5 is the number of noticeable errors in structure and word choice: "Some argues," "favor for leaving," "living in their own," "become independence," "if the children is become too dependent." None of these errors interferes with meaning, but their quantity and effect earns the essay a score of 4.

Score 4 Essay—Sample 2

Independence from the family at early stages of life is a common phenomena exists in our society. moving out from the family house to live on your own in early ages of your adult life has an advantages and disadvantages. However, the disadvantages outweigh the advantages.

Independency is generally good and helpful for the individual, because it teaches individuals how to take care of different responsibilities, and how to handle things by yourself. people needs to know how to live independently of others, because eventually they will have to. So, the desire to get your independence from your family when you are young adult is good because it shows the some kind of individual maturity for being aware of the ultimate situation, when you have to move out and live on your own.

On the other hand, adults should consider moving out when they are sure that they are ready for it. Being ready includes being financially, physically, and psychologically ready. One major advantage for staying with your parents is

financially advantage. Because one gets to save money between the residency and daily living issues.

Nowadays, life has become harder for the new generations to live and keep up with. And in order to do that, individualls needs to be fully equiped in terms of education, support, and maturity. And by staying with the family, one would not have to worry about alot of issues, instead, one will concerntrate more on getting equiped for the next step in his life, which is moving out and getting independent of others.

In conclusion, although moving out when you are still a young adult to live independently from the family has some good point, the disadvantages of it overcome these good points.

Rater's Comments

This essay is clearly organized and unified, though it does remain on a fairly abstract level. It is also generally well developed. Sentence structure is varied, but there are noticeable errors in syntax and expression ("is financially advantage," "has an advantages," "Because one gets to save money between the residency and daily living issues." "getting independent of others"). These errors earn this essay a score of 4.

Score 3 Essay—Sample 1

Right now adults have different points of view about live. Independent from their parents as soon as possible or continue to to live with their parents. Live with your parents have many differents advantage. First, some people dont want to have resposabilities, they want their parents still take the desicion. For example, house's responsabilities or pays. Secound, When peoples live with their parents they dont expend a lot money for haouse or food. Third, they belief that their family is a great company. But in the other hand, when people live along have important advantage. For example, They live independient, they dont heve limitation in their own house. They dont need to negociate with other persons or family. Morover, they have a graet oportunity to learn about how administarte a house, amd what is the real value of the money. They can understand everytuhing about responsability in their house. Finally They have more freedom.

Both live independient and live with your parents have many different disadvantage. On the first points of view, live independient, the most important problem is money and expensive. For example, right now young adults need to find a good job for live in a good place because rents are expensive. It is the same with food and services. They need to have a excellent imcome to live in good conditions. Also, they need to work in the house along because dont have company. They need to clean, do the laundry, buy the food, and cook along. Although pepole think live independient have a huge sacrifies, also live with their parents it is difficult and have a lot of disadvantage. For example, when people live with thier parents have many different limitation with activities in the house, every time need to negociate with your family. In addition,

Rater's Comments

This essay is somewhat developed and is longer than the average essay with a score of 3. It has a coherent organization based on describing the pros and cons of living apart from one's parents and living with them, with supporting points. In some cases, however, this approach leads to redundancy, especially toward the end of the essay. Additionally, even discounting typographical mistakes, the various errors clearly reveal weakness in command of language ("Live with your parents have many differents advantage," "the most important problem is . . . expensive,"). Meaning is also sometimes obscured ("house's resonsabilities or pays," "They need to work in the house along because dont have company").

Score 3 Essay—Sample 2

Young adults show different patterns of behavior when they have to decide whether continuing to live with their family or not. For instance, in United States young adults prefer to live separated from they parents as soon as possible. This tendency reflects wises of freedom and independence. Altough these behavior has remarkable advantages and disadvantage, the advantage can overwhelm the negative effects.

It is important to recognize that by living separated from parents or family can be more risked than living with them. many young adults are victims of group pressure and gangs because of theirs parents absence.

However, a significant advantage of living by onself is that people develop ledearship skills. Individuals that live by themselves learn to do and sustain their own decisions. On the contrary, people who live with their parents are more shy and less confident. For instance, many of the greatest world leaders are or have been people that were separated from their parents when they were kids.

Another advantage of living indepently is that peolpe can fully develop their creative potential. When people is forced to difficult situations, they can surprise us with outstanding abilities and values that otherwise remained hidden. A good example are blind people, these person show a remarkable ability for art and music. In a similar way, when parents are absent or too away for help, individuals manage to survive and be successful.

Rater's Comments

Though slightly stronger than the average essay with a score of 3, this essay fails to earn a score of 4 mainly because of errors that obscure meaning ("reflects wises of freedom and independence"). Also, connections among ideas are not always completely clear. For example, the details used to support the points made in paragraphs 3 and 4 are concrete but not well connected to each other or to the generalizations made by the writer.

Score 2 Essay—Sample 1

> In my opinion,it is better when adults live with their families for a longer time. Some young adults make a big mistake going away from their families.They want independence,but sometimes it can cause a lot of problems.A lot of young adults in my country,depend of their parents.Ofcause they can do whatever they want.They can find a job,earn their own money,start a family,and so one,but they prefer to stay wiht their families and be depended.In my country parents allways care about their children.They support them by giving money,some advise.If you are young adults you can allways ask your parents about help,and they will s

Rater's Comments

Limited in development and lacking any organizing principle, this essay is squarely in the 2 range. The generalizations made are only barely supported. There are errors ("prefer to stay with their families and be depended," "ask your parents about help"), but it is the lack of development and extremely unclear connections between ideas ("A lot of young adults in my country, depend of their parents. Ofcause they can do whatever they want") that limit this essay to a score of 2.

Score 2 Essay—Sample 2

> In my opoinion, young adults live with their families longer time is better than they become independent from their parents because they can recive living supports and advise from their parents.
>
> Some young adults want live by themselves eventhought they are not financialy independent. Therefore, their credit history is destoryed by irresponsible payments. Futhermore, when they have their own family, these credit dermages cause their worsest future.
>
> If they live with their family, they can get great advise from their family who know them very well. For example, when they are in great denger sutuation, only their family come to resucu them, so they can protect them self.
>
> For these resons, I think that young adults live with their families for long time is better than they become independent quickerly.

Rater's Comments

More developed that the average essay with a score of 2, this response fails to earn a 3 because it contains so many language errors ("receive living supports," "quickerly") and sentences that obscure meaning ("these credit dermages cause their worsest future," ". . . only their family come to resucu them, so they can protect them self"). These language weaknesses make it difficult for the reader to understand the ideas the writer tries to present.

Score 1 Essay—Sample 1

> These days most of the youngs adults wants to live independence from their parents. In my case I want to live independence only in my college years because I believ in hetrogeneous family.
>
> Nowadays young adults want to live independence because of privacy and second reasons is if they live independence then they will also learn take care of themself.

Rater's Comments

This essay essentially repeats the writing prompt twice and then briefly addresses the task. It is characterized by underdevelopment with very little elaboration. There are errors, but it is the lack of development that earns this essay a score of 1.

Score 1 Essay—Sample 2

> I have learnd a lot of tihng since I came to the U.S.A. It wasn't until I came here that I never seperated from my parents. In here, not only did I gain information everything, but I also felt love's value who i loved.
>
> That's why I insiste that young adults have to live without parents.

Rater's Comments

This essay fails to make any coherent points and is filled with errors of language and usage. These weaknesses earn it a score of 1.

7 Authentic TOEFL iBT Practice Test 2

In this chapter you will find the second of two authentic TOEFL IBT Practice Tests. You can take the test in two different ways:

- **Using the eBook text and the numbered audio tracks**: You can read through the test questions in the following pages, marking your answers in the spaces provided. To hear the listening portions of the test, follow instructions to play the numbered audio tracks in the downloadable electronic files.

- **Using only the downloadable electronic files**: For a test-taking experience that more closely resembles the actual TOEFL iBT, you can take this same test on your computer using the downloadable electronic files. Reading passages and questions will appear on screen, and you can enter your answers by clicking on the spaces provided. Follow instructions to hear the listening portions of the test.

Following this test, you will find an Answer Key and scoring information. You will also find scripts for the listening portions. Work on your own to review any questions that you answer incorrectly. Sharpen your skills by searching the corresponding reading passages and listening scripts for information that supports the correct answer.

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TOEFL iBT Practice Test 2

Directions: This section measures your ability to understand academic passages in English.

The reading section is divided into separately timed parts.

Most questions are worth 1 point, but the last question for each passage is worth more than 1 point. The directions for the last question indicate how many points you may receive.

You will now begin the Reading section. There are three passages in the section. You should allow **20 Minutes** to read each passage and answer the questions about it. You should allow **60 Minutes** to complete the entire section.

At the end of this Practice Test you'll find an answer key and information to help you determine your score.

FEEDING HABITS OF EAST AFRICAN HERBIVORES

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is illusory. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also sparsely distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

How are we to understand their different feeding preferences? The answer lies in two associated differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through

their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when "chewing cud"). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a non-ruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, provided that such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is . When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

Directions: Mark your answer by filling in the oval next to your choice.

1. The word in the passage is closest in meaning to

- ⬭ definite
- ⬭ illuminating
- ⬭ misleading
- ⬭ exceptional

2. The word in the passage is closest in meaning to

- ⬭ widely
- ⬭ thinly
- ⬭ clearly
- ⬭ freshly

3. Which of the following questions about Richard Bell's research is NOT answered in paragraph 1?

- ⬭ Which of the herbivores studied is the only one to eat much fruit?
- ⬭ Which part of the plants do wildebeests prefer to eat?
- ⬭ Where did the study of herbivores' eating habits take place?
- ⬭ Why were buffalo excluded from the research study?

GO ON TO THE NEXT PAGE

How are we to understand their different feeding preferences? The answer lies in two [illegible] differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when "chewing cud"). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a nonruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

4. The word associated in the passage is closest in meaning to

- ⬭ obvious
- ⬭ significant
- ⬭ expected
- ⬭ connected

5. The author mentions the cow and the horse in paragraph 2 in order to

- ⬭ distinguish the functioning of their digestive systems from those of East African mammals
- ⬭ emphasize that their relatively large body size leads them to have feeding practices similar to those of East African mammals
- ⬭ illustrate differences between ruminants and nonruminants through the use of animals likely to be familiar to most readers
- ⬭ emphasize similarities between the diets of cows and horses and the diets of East African mammals

6. According to paragraph 2, which of the following herbivores has to eat large quantities of plant stems because it gains relatively little energy from each given quantity of this food?

- ⬭ The gazelle
- ⬭ The wildebeest
- ⬭ The zebra
- ⬭ The topi

7. Paragraph 2 suggests that which of the following is one of the most important factors in determining differences in feeding preferences of East African herbivores?

- ⬭ The availability of certain foods
- ⬭ The differences in stomach structure
- ⬭ The physical nature of vegetation in the environment
- ⬭ The ability to migrate when food supplies are low

8. According to paragraph 2, all of the following are true of East African gazelles EXCEPT:

- ⬭ They digest their food very quickly.
- ⬭ Microorganisms help them digest their food.
- ⬭ They are unable to digest large food particles unless these are chewed down considerably.
- ⬭ They survive well even if food supplies are not abundant.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, provided that such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

9. The phrase provided that in the passage is closest in meaning to

- ⬭ as long as
- ⬭ unless
- ⬭ as if
- ⬭ even though

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The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. The larger, less [illegible] feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

10. The word fastidious in the passage is closest in meaning to

- ⬭ rapid
- ⬭ determined
- ⬭ flexible
- ⬭ demanding

11. According to paragraph 4, which of the following mammals exhibits a feeding behavior that is beneficial to the other herbivores that share the same habitat?

- ⬭ Topi
- ⬭ Zebra
- ⬭ Wildebeest
- ⬭ Gazelle

12. According to the passage, which of the following is true of wildebeests?

- ⬭ They eat more stem matter than zebras do.
- ⬭ They are able to digest large food particles if the food is of a high quality.
- ⬭ They tend to choose feeding areas in which the vegetation has been worn down.
- ⬭ They are likely to choose low-quality food to eat in periods when the quantity of rainfall is low.

The differences in feeding preferences lead, in turn, to differences in migratory habits. ■ The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

    The sequence in which they migrate correlates with their body size.

    Where would the sentence best fit?

- ⬭ The differences in feeding preferences lead, in turn, to differences in migratory habits. **The sequence in which they migrate correlates with their body size.** The wildebeests follow, in their migration, the pattern of local rainfall. ■ The other species do likewise. ■ But when a new area is fueled by rain, the mammals migrate toward it in a set order to exploit it. ■ The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

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14. **Directions**: *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

East African herbivores, though they all live in the same environment, have a range of feeding preferences.

-
-
-

Answer Choices

1. The survival of East African mammals depends more than anything else on the quantity of highly nutritious fruits that they are able to find.
2. A herbivore's size and metabolic rate affect the kinds of food and the quantities of food it needs to eat.
3. Zebras and wildebeests rarely compete for the same food resources in the same locations.
4. The different digestive systems of herbivores explain their feeding preferences.
5. Migratory habits are influenced by feeding preferences.
6. Patterns in the migratory habits of East African herbivores are hard to establish.

LOIE FULLER

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was engaged by the Folies Bergère in 1892 and soon became “La Loie,” the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art’s sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to synthesize form and content.

Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller’s major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner’s “Ride of the Valkyries.” The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea,* in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance,* which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

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At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yocco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yocco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie.*

The United States dancer Loie Fuller (1862–1928) found theatrical dance in the late nineteenth century artistically unfulfilling. She considered herself an artist rather than a mere entertainer, and she, in turn, attracted the notice of other artists.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. What can be inferred from paragraph 1 about theatrical dance in the late nineteenth century?

⬭ It influenced many artists outside of the field of dance.
⬭ It was very similar to theatrical dance of the early nineteenth century.
⬭ It was more a form of entertainment than a form of serious art.
⬭ It was a relatively new art form in the United States.

Fuller devised a type of dance that focused on the shifting play of lights and colors on the voluminous skirts or draperies she wore, which she kept in constant motion principally through movements of her arms, sometimes extended with wands concealed under her costumes. She rejected the technical virtuosity of movement in ballet, the most prestigious form of theatrical dance at that time, perhaps because her formal dance training was minimal. Although her early theatrical career had included stints as an actress, she was not primarily interested in storytelling or expressing emotions through dance; the drama of her dancing emanated from her visual effects.

2. According to paragraph 2, all of the following are characteristic of Fuller's type of dance EXCEPT

⬭ experimentation using color
⬭ large and full costumes
⬭ continuous movement of her costumes
⬭ technical virtuosity of movement

3. The word prestigious in the passage is closest in meaning to

⬭ highly regarded
⬭ financially rewarding
⬭ demanding
⬭ serious

4. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ⬭ Fuller was more interested in dance's visual impact than in its narrative or emotional possibilities.
- ⬭ Fuller used visual effects to dramatize the stories and emotions expressed in her work.
- ⬭ Fuller believed that the drama of her dancing sprang from her emotional style of storytelling.
- ⬭ Fuller's focus on the visual effects of dance resulted from her early theatrical training as an actress.

Although she discovered and introduced her art in the United States, she achieved her greatest glory in Paris, where she was by the Folies Bergère in 1892 and soon became "La Loie," the darling of Parisian audiences. Many of her dances represented elements or natural objects—Fire, the Lily, the Butterfly, and so on—and thus accorded well with the fashionable Art Nouveau style, which emphasized nature imagery and fluid, sinuous lines. Her dancing also attracted the attention of French poets and painters of the period, for it appealed to their liking for mystery, their belief in art for art's sake, a nineteenth-century idea that art is valuable in itself rather than because it may have some moral or educational benefit, and their efforts to form and content.

5. The word in the passage is closest in meaning to

- ⬭ noticed
- ⬭ praised
- ⬭ hired
- ⬭ attracted

6. The word in the passage is closest in meaning to

- ⬭ improve
- ⬭ define
- ⬭ simplify
- ⬭ integrate

7. According to paragraph 3, why was Fuller's work well received in Paris?

- ⬭ Parisian audiences were particularly interested in artists and artistic movements from the United States.
- ⬭ Influential poets tried to interest dancers in Fuller's work when she arrived in Paris.
- ⬭ Fuller's work at this time borrowed directly from French artists working in other media.
- ⬭ Fuller's dances were in harmony with the artistic values already present in Paris.

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Fuller had scientific leanings and constantly experimented with electrical lighting (which was then in its infancy), colored gels, slide projections, and other aspects of stage technology. She invented and patented special arrangements of mirrors and concocted chemical dyes for her draperies. Her interest in color and light paralleled the research of several artists of the period, notably the painter Seurat, famed for his Pointillist technique of creating a sense of shapes and light on canvas by applying extremely small dots of color rather than by painting lines. One of Fuller's major inventions was underlighting, in which she stood on a pane of frosted glass illuminated from underneath. This was particularly effective in her *Fire Dance* (1895), performed to the music of Richard Wagner's "Ride of the Valkyries." The dance caught the eye of artist Henri de Toulouse-Lautrec, who depicted it in a lithograph.

8. According to paragraph 4, Fuller's *Fire Dance* was notable in part for its

- use of colored gels to illuminate glass
- use of dyes and paints to create an image of fire
- technique of lighting the dancer from beneath
- draperies with small dots resembling the Pointillist technique of Seurat

As her technological expertise grew more sophisticated, so did the other aspects of her dances. Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. She began to address more ambitious themes in her dances such as *The Sea,* in which her dancers invisibly [redacted] a huge expanse of silk, played upon by colored lights. Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance,* which simulated the phosphorescence of that element. She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

9. Why does the author mention Fuller's *The Sea?*

- To point out a dance of Fuller's in which music did not play an important role
- To explain why Fuller sometimes used music by progressive composers
- To illustrate a particular way in which Fuller developed as an artist
- To illustrate how Fuller's interest in science was reflected in her work

10. The word [redacted] in the passage is closest in meaning to

- emerged from beneath
- created movement in
- arranged themselves in
- pretended to be

At the Paris Exposition in 1900, she had her own theater, where, in addition to her own dances, she presented pantomimes by the Japanese actress Sada Yocco. She assembled an all-female company at this time and established a school around 1908, but neither survived her. Although she is remembered today chiefly for her innovations in stage lighting, her activities also touched Isadora Duncan and Ruth St. Denis, two other United States dancers who were experimenting with new types of dance. She sponsored Duncan's first appearance in Europe. Her theater at the Paris Exposition was visited by St. Denis, who found new ideas about stagecraft in Fuller's work and fresh sources for her art in Sada Yocco's plays. In 1924 St. Denis paid tribute to Fuller with the duet *Valse à la Loie*.

11. According to paragraph 6, what was true of Fuller's theater at the Paris Exposition?

- ⬭ It presented some works that were not by Fuller.
- ⬭ It featured performances by prominent male as well as female dancers.
- ⬭ It became a famous school that is still named in honor of Fuller.
- ⬭ It continued to operate as a theater after Fuller died.

12. The passage mentions which of the following as a dance of Fuller's that was set to music?

- ⬭ *Fire Dance*
- ⬭ *Radium Dance*
- ⬭ *Le Lys de la Vie*
- ⬭ *Valse à la Loie*

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13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

    For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.

    Where would the sentence best fit?

⬭ As her technological expertise grew more sophisticated, so did the other aspects of her dances. **For all her originality in dance, her interests expanded beyond it into newly emerging artistic media.** Although she gave little thought to music in her earliest dances, she later used scores by Gluck, Beethoven, Schubert, Chopin, and Wagner, eventually graduating to Stravinsky, Fauré, Debussy, and Mussorgsky, composers who were then considered progressive. ■ She began to address more ambitious themes in her dances such as *The Sea,* in which her dancers invisibly agitated a huge expanse of silk, played upon by colored lights. ■ Always open to scientific and technological innovations, she befriended the scientists Marie and Pierre Curie upon their discovery of radium and created a *Radium Dance*, which simulated the phosphorescence of that element. ■ She both appeared in films—then in an early stage of development—and made them herself; the hero of her fairy-tale film *Le Lys de la Vie* (1919) was played by René Clair, later a leading French film director.

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14. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

Loie Fuller was an important and innovative dancer.

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Answer Choices

1. Fuller believed that audiences in the late nineteenth century had lost interest in most theatrical dance.
2. Fuller transformed dance in part by creating dance interpretations of works by poets and painters.
3. Fuller's work influenced a number of other dancers who were interested in experimental dance.
4. Fuller introduced many technical innovations to the staging of theatrical dance.
5. Fuller continued to develop throughout her career, creating more complex works and exploring new artistic media.
6. By the 1920's, Fuller's theater at the Paris Exhibition had become the world center for innovative dance.

GREEN ICEBERGS

Icebergs are massive blocks of ice, irregular in shape; they float with only about 12 percent of their mass above the sea surface. They are formed by glaciers—large rivers of ice that begin inland in the snows of Greenland, Antarctica, and Alaska—and move slowly toward the sea. The forward movement, the melting at the base of the glacier where it meets the ocean, and waves and tidal action cause blocks of ice to break off and float out to sea.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

The ice shelf cores, with a total length of 215 meters (705 feet), were long enough to penetrate through glacial ice—which is formed from the compaction of snow and contains air bubbles—and to continue into the clear, bubble-free ice formed from seawater that freezes onto the bottom of the glacial ice. The properties of this clear sea ice were very similar to the ice from the green iceberg. The scientists concluded that green icebergs form when a two-layer block of shelf ice breaks away and capsizes (turns upside down), exposing the bubble-free shelf ice that was formed from seawater.

A green iceberg that stranded just west of the Amery Ice Shelf showed two distinct layers: bubbly blue-white ice and bubble-free green ice separated by a one-meter-long ice layer containing sediments. The green ice portion was textured by seawater erosion. Where cracks were present, the color was light green because of light scattering; where no cracks were present, the color was dark green. No air bubbles were present in the green ice, suggesting that the ice was not formed from the compression of snow but instead from the freezing of seawater. Large concentrations of single-celled organisms with green pigments (coloring substances) occur along the edges of the ice shelves in this region, and the seawater is rich in their decomposing organic material. The green iceberg did not contain large amounts of particles from these organisms, but the ice had accumulated dissolved organic matter from the seawater. It appears that unlike salt, dissolved organic substances are not excluded from the ice in the freezing process. Analysis shows that the dissolved organic material absorbs enough blue wavelengths from solar light to make the ice appear green.

Chemical evidence shows that platelets (minute flat portions) of ice form in the

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water and then accrete and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble-free ice is formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

The Amery Ice Shelf appears to be uniquely suited to the production of green icebergs. Once detached from the ice shelf, these bergs drift in the currents and wind systems surrounding Antarctica and can be found scattered among Antarctica's less colorful icebergs.

[redacted]

Icebergs are massive blocks of ice, irregular in shape; they float with only about 12 percent of their mass above the sea surface. They are formed by glaciers—large rivers of ice that begin inland in the snows of Greenland, Antarctica, and Alaska—and move slowly toward the sea. The forward movement, the melting at the base of the glacier where it meets the ocean, and waves and tidal action cause blocks of ice to break off and float out to sea.

Directions: *Mark your answer by filling in the oval next to your choice.*

1. According to paragraph 1, all of the following are true of icebergs EXCEPT:

⬭ They do not have a regular shape.
⬭ They are formed where glaciers meet the ocean.
⬭ Most of their mass is above the sea surface.
⬭ Waves and tides cause them to break off glaciers.

[redacted]

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

2. According to paragraph 2, what causes icebergs to sometimes appear dark or opaque?

⬭ A heavy cloud cover
⬭ The presence of gravel or bits of rock
⬭ The low angle of the Sun above the horizon
⬭ The presence of large cracks in their surface

One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

3. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.

- ⬭ One explanation notes that green icebergs stand out among other icebergs under a great variety of light conditions, but this is attributed to an optical illusion.
- ⬭ One explanation for the color of green icebergs attributes their color to an optical illusion that occurs when the light from a near-horizon red Sun shines on a blue iceberg.
- ⬭ One explanation for green icebergs attributes their color to a great variety of light conditions, but green icebergs stand out best among other icebergs when illuminated by a near-horizon red Sun.
- ⬭ One explanation attributes the color of green icebergs to an optical illusion under special light conditions, but green icebergs appear distinct from other icebergs under a great variety of light conditions.

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The ice shelf cores, with a total length of 215 meters (705 feet), were long enough to penetrate through glacial ice—which is formed from the compaction of snow and contains air bubbles—and to continue into the clear, bubble-free ice formed from seawater that freezes onto the bottom of the glacial ice. The properties of this clear sea ice were very similar to the ice from the green iceberg. The scientists concluded that green icebergs form when a two-layer block of shelf ice breaks away and capsizes (turns upside down), exposing the bubble-free shelf ice that was formed from seawater.

4. The word penetrate in the passage is closest in meaning to

- collect
- pierce
- melt
- endure

5. According to paragraph 4, how is glacial ice formed?

- By the compaction of snow
- By the freezing of seawater on the bottom of ice shelves
- By breaking away from the ice shelf
- By the capsizing of a two-layer block of shelf ice

6. According to paragraph 4, ice shelf cores helped scientists explain the formation of green icebergs by showing that

- the ice at the bottom of green icebergs is bubble-free ice formed from frozen seawater
- bubble-free ice is found at the top of the ice shelf
- glacial ice is lighter and floats better than sea ice
- the clear sea ice at the bottom of the ice shelf is similar to ice from a green iceberg

A green iceberg that stranded just west of the Amery Ice Shelf showed two distinct layers: bubbly blue-white ice and bubble-free green ice separated by a one-meter-long ice layer containing sediments. The green ice portion was textured by seawater erosion. Where cracks were present, the color was light green because of light scattering; where no cracks were present, the color was dark green. No air bubbles were present in the green ice, suggesting that the ice was not formed from the compression of snow but instead from the freezing of seawater. Large concentrations of single-celled organisms with green pigments (coloring substances) occur along the edges of the ice shelves in this region, and the seawater is rich in their decomposing organic material. The green iceberg did not contain large amounts of particles from these organisms, but the ice had accumulated dissolved organic matter from the seawater. It appears that unlike salt, dissolved organic substances are not excluded from the ice in the freezing process. Analysis shows that the dissolved organic material absorbs enough blue wavelengths from solar light to make the ice appear green.

7. Why does the author mention that "The green ice portion was textured by seawater erosion"?

- ⬭ To explain why cracks in the iceberg appeared light green instead of dark green
- ⬭ To suggest that green ice is more easily eroded by seawater than white ice is
- ⬭ To support the idea that the green ice had been the bottom layer before capsizing
- ⬭ To explain how the air bubbles had been removed from the green ice

8. The word accumulated in the passage is closest in meaning to

- ⬭ collected
- ⬭ frozen
- ⬭ released
- ⬭ covered

9. The word excluded in the passage is closest in meaning to

- ⬭ kept out
- ⬭ compressed
- ⬭ damaged
- ⬭ gathered together

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Chemical evidence shows that platelets (minute flat portions) of ice form in the water and then [redacted] and stick to the bottom of the ice shelf to form a slush (partially melted snow). The slush is compacted by an unknown mechanism, and solid, bubble-free ice is formed from water high in soluble organic substances. When an iceberg separates from the ice shelf and capsizes, the green ice is exposed.

10. The word [redacted] in the passage is closest in meaning to

- ⬭ advance
- ⬭ transfer
- ⬭ flatten out
- ⬭ come together

11. Which of the following is NOT explained in the passage?

- ⬭ Why blocks of ice break off where glaciers meet the ocean
- ⬭ Why blocks of shelf ice sometimes capsize after breaking off
- ⬭ Why green icebergs are commonly produced in some parts of Antarctica
- ⬭ Why green icebergs contain large amounts of dissolved organic pigments

12. The passage supports which of the following statements about the Amery Ice Shelf?

- ⬭ The Amery Ice Shelf produces only green icebergs.
- ⬭ The Amery Ice Shelf produces green icebergs because its ice contains high levels of metallic compounds such as copper and iron.
- ⬭ The Amery Ice Shelf produces green icebergs because the seawater is rich in a particular kind of soluble organic material.
- ⬭ No green icebergs are found far from the Amery Ice Shelf.

Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. ■ However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

■ One explanation for green icebergs attributes their color to an optical illusion when blue ice is illuminated by a near-horizon red Sun, but green icebergs stand out among white and blue icebergs under a great variety of light conditions. ■ Another suggestion is that the color might be related to ice with high levels of metallic compounds, including copper and iron. ■ Recent expeditions have taken ice samples from green icebergs and ice cores—vertical, cylindrical ice samples reaching down to great depths—from the glacial ice shelves along the Antarctic continent. Analyses of these cores and samples provide a different solution to the problem.

13. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

    Scientists have differed as to whether icebergs appear green as a result of light conditions or because of something in the ice itself.

    Where would the sentence best fit?

⬭ Icebergs are ordinarily blue to white, although they sometimes appear dark or opaque because they carry gravel and bits of rock. They may change color with changing light conditions and cloud cover, glowing pink or gold in the morning or evening light, but this color change is generally related to the low angle of the Sun above the horizon. **Scientists have differed as to whether icebergs appear green as a result of light conditions or because of something in the ice itself.** However, travelers to Antarctica have repeatedly reported seeing green icebergs in the Weddell Sea and, more commonly, close to the Amery Ice Shelf in East Antarctica.

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GO ON TO THE NEXT PAGE

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14. **Directions:** *An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.* **This question is worth 2 points.**

Several suggestions, ranging from light conditions to the presence of metallic compounds, have been offered to explain why some icebergs appear green.

-
-
-

Answer Choices

1. Ice cores were used to determine that green icebergs were formed from the compaction of metallic compounds, including copper and iron.
2. All ice shelves can produce green icebergs, but the Amery Ice Shelf is especially well suited to do so.
3. Green icebergs form when a two-layer block of ice breaks away from a glacier and capsizes, exposing the bottom sea ice to view.
4. Ice cores and samples revealed that both ice shelves and green icebergs contain a layer of bubbly glacial ice and a layer of bubble-free sea ice.
5. Green icebergs are white until they come into contact with seawater containing platelets and soluble organic green pigments.
6. In a green iceberg, the sea ice contains large concentrations of organic matter from the seawater.

STOP. This is the end of the Reading section of TOEFL iBT Practice Test 2

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LISTENING

Directions: This section measures your ability to understand conversations and lectures in English.

You should listen to each conversation and lecture only one time.

After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.

You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will **not** be scored.

In some questions, you will see this icon: 

This means that you will hear, but not see, part of the question.

Most questions are worth 1 point. If a question is worth more than 1 point, it will have special directions that indicate how many points you can receive.

It will take about **60 minutes** to listen to the Conversations and Lectures and to answer the questions. You will have **35 minutes** to respond to the questions. You should answer each question, even if you must guess the answer.

At the end of this Practice Test you'll find scripts for the audio tracks, an answer key, and information to help you determine your score.



Listen to Audio Track 43. Play Audio

Questions

Directions: *Mark your answer by filling in the oval or square next to your choice.*

1. Why does the student go to see the professor?

- ⬭ For suggestions on how to write interview questions
- ⬭ For assistance in finding a person to interview
- ⬭ To ask for advice on starting a business
- ⬭ To schedule an interview with him

2. Why does the student mention her high school newspaper?

- ⬭ To inform the professor that she plans to print the interview there
- ⬭ To explain why the assignment is difficult for her
- ⬭ To show that she enjoys writing for school newspapers
- ⬭ To indicate that she has experience with conducting interviews

3. How does the professor help the student?

- ⬭ He gives her a list of local business owners.
- ⬭ He allows her to interview business owners in her hometown.
- ⬭ He suggests that she read the business section of the newspaper.
- ⬭ He gives her more time to complete the assignment.

4. What does the professor want the students to learn from the assignment?

- ⬭ That starting a business is risky
- ⬭ Why writing articles on local businesses is important
- ⬭ How to develop a detailed business plan
- ⬭ What personality traits are typical of business owners

5. *Listen again to part of the conversation by playing Track 44. Then answer the question.* Play Audio

What does the student imply?

- ⬭ She is surprised by the professor's reaction.
- ⬭ The professor has not quite identified her concern.
- ⬭ The professor has guessed correctly what her problem is.
- ⬭ She does not want to finish the assignment.

GO ON TO THE NEXT PAGE



Listen to Audio Track 45. Play Audio

Questions

6. What does the professor mainly discuss?
   - ⬭ Various errors in early calendars
   - ⬭ Why people came to believe that Earth moves around the Sun
   - ⬭ Examples of various types of calendars used in different cultures
   - ⬭ The belief that the position of planets and stars can predict future events

7. The professor discusses various theories on how Stonehenge was used. What can be inferred about the professor's opinion?
   - ⬭ She is sure Stonehenge was used as a calendar.
   - ⬭ She believes the main use for Stonehenge was probably as a temple or a tomb.
   - ⬭ She thinks that the stones were mainly used as a record of historical events.
   - ⬭ She admits that the purpose for which Stonehenge was constructed may never be known.

8. According to the professor, how was the Mayan calendar mainly used?
   - ⬭ To keep track of long historical cycles
   - ⬭ To keep track of the lunar months
   - ⬭ To predict the outcome of royal decisions
   - ⬭ To allow priests to compare the orbits of Earth and Venus

9. According to the professor, what was the basis of the ancient Chinese astrological cycle?

- ⬭ The cycle of night and day
- ⬭ The orbit of the Moon
- ⬭ The cycle of the seasons
- ⬭ The orbit of the planet Jupiter

10. How did the Romans succeed in making their calendar more precise?

- ⬭ By changing the number of weeks in a year
- ⬭ By adding an extra day every four years
- ⬭ By carefully observing the motion of the planet Jupiter
- ⬭ By adopting elements of the Chinese calendar

11. How does the professor organize the lecture?

- ⬭ By mentioning the problem of creating a calendar, then describing various attempts to deal with it
- ⬭ By speaking of the modern calendar first, then comparing it with earlier ones
- ⬭ By discussing how a prehistoric calendar was adapted by several different cultures
- ⬭ By emphasizing the advantages and disadvantages of using various time cycles

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Listen to Audio Track 46.



Questions

12. What is the lecture mainly about?
- ⬭ How dolphins produce the sounds they make
- ⬭ How dolphins teach their young to identify signature whistles
- ⬭ The professor's experience with dolphins on a research boat
- ⬭ Various ways dolphins communicate with one another

13. According to a theory the professor mentions, why do dolphins travel side by side?
- ⬭ To view each other's bubble streams
- ⬭ To hear each other's signature whistles
- ⬭ To avoid interfering with other dolphins' sonar clicks
- ⬭ To keep mothers close to their young

14. What does the professor imply about bubble streams?
- ⬭ They help protect dolphins from predators.
- ⬭ Their function is similar to that of signature whistles.
- ⬭ They do not appear to serve a communicative function.
- ⬭ Dolphins use them to sense the movement of the water.

15. Why does the professor mention the time she spent on a boat doing research?

- ⬭ To encourage students to do field work
- ⬭ To inform students about a paper she wrote
- ⬭ To show how scientists collect data on marine life
- ⬭ To illustrate that dolphins are difficult to locate

16. *Listen again to part of the lecture by playing Track 47. Then answer the question.* Play Audio

What does this example illustrate?

- ⬭ The differences between land and marine mammals
- ⬭ The importance of burst pulses as a way dolphins communicate
- ⬭ One reason dolphins travel in large groups
- ⬭ One way dolphins use signature whistles

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Listen to Audio Track 48.

Questions

17. Why does the student go to Professor Kirk's office?

- ○ To find out if he needs to take a certain class to graduate
- ○ To respond to Professor Kirk's invitation
- ○ To ask Professor Kirk to be his advisor
- ○ To ask Professor Kirk to sign a form

18. Why is the woman surprised at the man's request?

- ○ He has not tried to sign up for Introduction to Biology at the registrar's office.
- ○ He has waited until his senior year to take Introduction to Biology.
- ○ A journalism student should not need a biology class.
- ○ Professor Kirk no longer teaches Introduction to Biology.

19. What does the man say about his advisor?

- ○ She encouraged the man to take a science class.
- ○ She encouraged the man to major in journalism.
- ○ She is not aware of the man's problem.
- ○ She thinks very highly of Professor Kirk.

20. How will the man probably try to communicate his problem to Professor Kirk?

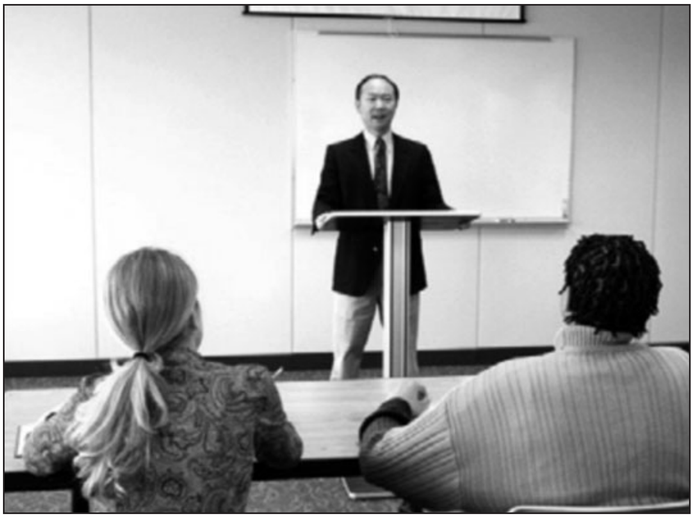
- By calling her
- By sending an e-mail to her
- By leaving her a note
- By visiting her during office hours

21. *Listen again to part of the conversation by playing Track 49.*

Why does the man say this to the woman?

- To thank the woman for solving his problem
- To politely refuse the woman's suggestion
- To explain why he needs the woman's help
- To show that he understands that the woman is busy

GO ON TO THE NEXT PAGE



Listen to Audio Track 50. 

Questions

22. What is the lecture mainly about?

- ⬭ Various theories explaining why Mars cannot sustain life
- ⬭ Various causes of geological changes on Mars
- ⬭ The development of views about the nature of Mars
- ⬭ Why it has been difficult to obtain information about Mars

23. According to the professor, what was concluded about Mars after the first spacecraft flew by it in 1965?

- ⬭ It had few geological features of interest.
- ⬭ It was similar to Earth but colder.
- ⬭ It had at one time supported life.
- ⬭ It had water under its surface.

24. What does the professor imply about conditions on Mars billions of years ago? *Choose 2 answers.*

- ☐ Mars was probably even drier than it is today.
- ☐ The atmospheric pressure and the temperature may have been higher than they are today.
- ☐ Mars was inhabited by organisms that have since become fossilized.
- ☐ Large floods were shaping the planet's surface.

25. What is the possible significance of the gullies found on Mars in recent years?

- ⬭ They may indicate current volcanic activity on Mars.
- ⬭ They may indicate that the surface of Mars is becoming increasingly drier.
- ⬭ They may indicate the current existence of water on Mars.
- ⬭ They may hold fossils of organisms that once existed on Mars.

26. *Listen again to part of the lecture by playing Track 51.* Play Audio

Why does the professor say this?

- ⬭ To stress that Mars is no longer interesting to explore
- ⬭ To describe items that the spacecraft brought back from Mars
- ⬭ To share his interest in the study of fossils
- ⬭ To show how much the view of Mars changed based on new evidence

27. *Listen again to part of the lecture by playing Track 52.* Play Audio

Why does the student say this: "What were they thinking?"

- ⬭ To ask for clarification of a previous statement
- ⬭ To convey his opinion
- ⬭ To rephrase an earlier question
- ⬭ To express his approval



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Listen to Audio Track 53. Play Audio

Questions

28. What does the professor mainly discuss?
- ⬭ The design and creation of the Statue of Liberty
- ⬭ The creators of two colossal statues in the United States
- ⬭ The purpose and symbolism of colossal statues
- ⬭ The cost of colossal statues in ancient versus modern times

29. What evidence does the professor give that supports the idea that modern-day colossal statues are valued social and political symbols?
- ⬭ They are very costly to build.
- ⬭ They are studied in classrooms around the world.
- ⬭ They are designed to last for thousands of years.
- ⬭ They are inspired by great poetry.

30. According to the professor, what was one result of the Great Depression of the 1930's?
- ⬭ International alliances eroded.
- ⬭ Immigration to the United States increased.
- ⬭ The public experienced a loss of confidence.
- ⬭ The government could no longer provide funds for the arts.

31. According to the professor, why did the state of South Dakota originally want to create a colossal monument?

- To generate income from tourism
- To symbolize the unity of society
- To commemorate the Great Depression
- To honor United States Presidents

32. *Listen again to part of the lecture by playing Track 54. Then answer the question.*

Why does the professor discuss the poem by Emma Lazarus?

- To emphasize the close relationship between literature and sculpture
- To illustrate how the meaning associated with a monument can change
- To stress the importance of the friendship between France and the United States
- To point out a difference between Mount Rushmore and the Statue of Liberty

33. What does the professor imply about the poem by Emma Lazarus?

- It is one of his favorite poems.
- Few people have read the entire poem.
- He does not need to recite the full text of the poem.
- Lazarus was not able to complete the poem.

STOP. This is the end of the Listening section of TOEFL iBT Practice Test 2.

SPEAKING

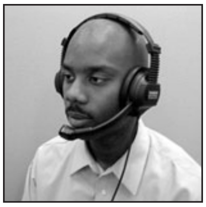
Directions: The following Speaking section of the test will last approximately 20 minutes. To complete it, you will need a recording device that you can play back and listen to your response.

During the test, you will answer 6 speaking questions. Two of the questions ask about familiar topics. Four questions ask about short conversations, lectures, and reading passages. You may take notes as you listen to the conversations and lectures. The questions and the reading passages are printed in this test book. The time you will have to prepare your response and to speak is printed below each question. You should answer all of the questions as completely as possible in the time allowed. The preparation time begins immediately after you hear the question. You will be told when to begin to prepare and when to begin speaking.

Play the audio tracks listed in the test instructions. Record each of your responses.

At the end of this Practice Test you'll find scripts for the audio tracks.

Questions

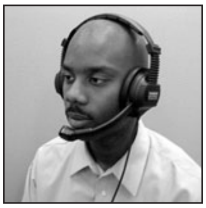


1. You will now be asked a question about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 55 to hear Question 1. Play Audio

What kind of reading material, such as novels, magazines, or poetry, do you most like to read in your free time? Explain why you find this kind of reading material interesting.

Preparation time: 15 seconds
Response time: 45 seconds



2. You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Now play Audio Track 56 to hear Question 2. Play Audio

Some students would prefer to live with roommates. Others would prefer to live alone. Which option would you prefer and why?

Preparation time: 15 seconds
Response time: 45 seconds

3. You will now read a short passage and then listen to a conversation on the same topic. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 57 to hear Question 3.

Reading time: 50 seconds

University May Build New Student Apartments Off Campus

The Department of Student Housing is considering whether to build new student housing off campus in a residential area of town. Two of the major factors influencing the decision will be parking and space. Those who support building off campus argue that building new housing on campus would further increase the number of cars on and around campus and consume space that could be better used for future projects that the entire university community could benefit from. Supporters also say that students might even have a richer college experience by being connected to the local community and patronizing stores and other businesses in town.



The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.

Preparation time: 30 seconds

Response time: 60 seconds

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4. You will now read a short passage and then listen to a talk on the same academic subject. You will then be asked a question about them. After you hear the question, you will have 30 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 58 to hear Question 4. Play Audio

Reading time: 45 seconds

Actor-observer

People account for their own behavior differently from how they account for the behavior of others. When observing the behavior of others, we tend to attribute their actions to their character or their personality rather than to external factors. In contrast, we tend to explain our own behavior in terms of situational factors beyond our own control rather than attributing it to our own character. One explanation for this difference is that people are aware of the situational forces affecting them but not of situational forces affecting other people. Thus when evaluating someone else's behavior, we focus on the person rather than the situation.



Explain how the two examples discussed by the professor illustrate differences in the ways people explain behavior.

Preparation time: 30 seconds

Response time: 60 seconds

5. You will now listen to a conversation. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 59 to hear the conversation. Play Audio



The speakers discuss two possible solutions to the woman's problem. Briefly summarize the problem. Then state which solution you prefer and why.

Preparation time: 20 seconds

Response time: 60 seconds

GO ON TO THE NEXT PAGE

6. You will now listen to part of a lecture. You will then be asked a question about it. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

Now play Audio Track 60 to hear part of a lecture.





Using points and examples from the talk, explain how learning art can impact a child's development.

Preparation time: 20 seconds

Response time: 60 seconds

STOP. This is the end of the Speaking Section of TOEFL iBT Practice Test 2.

WRITING

Directions: This section measures your ability to use writing to communicate in an academic environment. There will be two writing tasks.

For the first writing task, you will read a passage and listen to a lecture and then answer a question based on what you have read and heard. For the second task, you will answer a question based on your own knowledge and experience.

At the end of this Practice Test you'll find a script for the audio track.

Here are the directions for the first writing task.

Writing Based on Reading and Listening

Directions: For this task, you will read a passage about an academic topic and you will listen to a lecture about the same topic. You may take notes while you read and listen.

Then you will write a response to a question that asks you about the relationship between the lecture you heard and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. You may refer to the reading passage again when you write. You may use your notes to help you answer the question.

Typically, an effective response will be 150 to 225 words. Your response will be judged on the quality of your writing and on the completeness and accuracy of the content.

You should allow **3 minutes** to read the passage. Then listen to the lecture. Then allow **20 minutes** to plan and write your response.

Write your response in the space provided.

Professors are normally found in university classrooms, offices, and libraries doing research and lecturing to their students. More and more, however, they also appear as guests on television news programs, giving expert commentary on the latest events in the world. These television appearances are of great benefit to the professors themselves as well as to their universities and the general public.

Professors benefit from appearing on television because by doing so they acquire reputations as authorities in their academic fields among a much wider audience than they have on campus. If a professor publishes views in an academic journal, only other scholars will learn about and appreciate those views. But when a professor appears on TV, thousands of people outside the narrow academic community become aware of the professor's ideas. So when professors share their ideas with a television audience, the professors' importance as scholars is enhanced.

Universities also benefit from such appearances. The universities receive positive publicity when their professors appear on TV. When people see a knowledgeable faculty member of a university on television, they think more highly of that university. That then leads to an improved reputation for the university. And that improved reputation in turn leads to more donations for the university and more applications from potential students.

Finally, the public gains from professors' appearing on television. Most television viewers normally have no contact with university professors. When professors appear on television, viewers have a chance to learn from experts and to be exposed to views they might otherwise never hear about. Television is generally a medium for commentary that tends to be superficial, not deep or thoughtful. From professors on television, by contrast, viewers get a taste of real expertise and insight.

Now play Audio Track 61.



Essay Topic

Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

You must finish your answer in 20 minutes.

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Writing Based on Knowledge and Experience

Directions: For this task, you will write an essay in response to a question that asks you to state, explain, and support your opinion on an issue.

Typically, an effective essay will contain a minimum of 300 words. Your essay will be judged on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

You have 30 minutes to plan and complete your essay.

Write your essay in the space provided.

Essay Topic

Do you agree or disagree with the following statement?
Young people enjoy life more than older people do.

Use specific reasons and examples to support your answer.

GO ON TO THE NEXT PAGE

STOP. This is the end of the Writing section of TOEFL Practice Test 2.

TOEFL iBT Practice Test 2

Reading

Answer Key and Self-Scoring Chart

Directions: Check your answers against the Answer Key below. Write the number 1 on the line to the right of each question if you picked the correct answer. (For questions worth more than one point, follow the directions given.) Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
Feeding Habits of East African Herbivores		
1.	3	_____
2.	2	_____
3.	4	_____
4.	4	_____
5.	3	_____
6.	3	_____
7.	2	_____
8.	1	_____
9.	1	_____
10.	4	_____
11.	2	_____
12.	3	_____
13.	4	_____

For question 14, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

14.	2,4,5	_____

Question Number	Correct Answer	Your Raw Points
Loie Fuller		
1.	3	_____
2.	4	_____
3.	1	_____
4.	1	_____
5.	3	_____
6.	4	_____
7.	4	_____
8.	3	_____
9.	3	_____
10.	2	_____
11.	1	_____
12.	1	_____
13.	4	_____

For question 14, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

14.	3,4,5	_____

Question Number	Correct Answer	Your Raw Points
Green Icebergs		
1.	3	_____
2.	2	_____
3.	4	_____
4.	2	_____
5.	1	_____
6.	4	_____
7.	3	_____
8.	1	_____
9.	1	_____
10.	4	_____
11.	2	_____
12.	3	_____
13.	2	_____

For question 14, write 2 if you picked all three correct answers. Write 1 if you picked two correct answers.

14.	3,4,6	_____
TOTAL		_____

Below is a table that converts your Reading section answers into a TOEFL iBT Reading Scaled Score. Take the number of correct answers from your Answer Key table and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Reading scaled score for each number of correct answers. For example, if the total of points from your Answer Key is 26, the table shows a scaled score of 18.

You should use your score estimate as a general guide only. Your actual score on the TOEFL iBT test may be higher or lower than your score on the practice version.

Reading Comprehension

Raw Point Total	Scaled Score	Raw Point Total	Scaled Score
45	30	22	14
44	30	21	13
43	29	20	12
42	29	19	11
41	29	18	9
40	28	17	8
39	28	16	7
38	27	15	6
37	27	14	5
36	26	13	4
35	26	12	3
34	25	11	2
33	24	10	1
32	23	9	0
31	23	8	0
30	22	7	0
29	21	6	0
28	20	5	0
27	19	4	0
26	18	3	0
25	17	2	0
24	16	1	0
23	15	0	0

Listening

Answer Key and Self-Scoring Chart

Directions: Check your answers against the Answer Key below. Write the number 1 on the line to the right of each question if you picked the correct answer. Total your points at the bottom of the chart.

Question Number	Correct Answer	Your Raw Points
1.	2	_____
2.	4	_____
3.	3	_____
4.	4	_____
5.	2	_____
6.	3	_____
7.	1	_____
8.	1	_____
9.	4	_____
10.	2	_____
11.	1	_____
12.	4	_____
13.	3	_____
14.	2	_____
15.	1	_____
16.	4	_____
17.	4	_____
18.	2	_____
19.	1	_____
20.	3	_____
21.	2	_____
22.	3	_____
23.	1	_____

For question 24, write 1 if you picked both correct answers. Write 0 if you picked only one correct answer or no correct answers.

24.	2, 4	_____
25.	3	_____
26.	4	_____
27.	2	_____
28.	3	_____
29.	1	_____
30.	3	_____
31.	1	_____
32.	2	_____
33.	3	_____
TOTAL		_____

Below is a table that converts your Listening section answers into a TOEFL iBT Listening Scaled Score. Take the number of correct answers from your Answer Key table and find that number in the left-hand column of the table. The right-hand column of the table gives a TOEFL iBT Listening scaled score for each total of correct answers. For example, if the total of points from your Answer Key is 27, the table shows a scaled score of 23.

You should use your score estimate as a general guide only. Your actual score on the TOEFL iBT test may be higher or lower than your score on the practice version.

Listening

RAW POINT TOTAL	SCALED SCORE
33	30
32	29
31	28
30	27
29	26
28	25
27	23
26	22
25	21
24	19
23	18
22	17
21	15
20	14
19	13
18	11
17	10
16	9
15	8
14	7
13	6
12	5
11	5
10	4
9	3
8	3
7	2
6	2
5	1
4	0
3	0
2	0
1	0
0	0

Listening Scripts

Questions 1–5

Track 43 Listening Script

Narrator
Listen to a conversation between a student and a professor.

Professor
Sandy, how's class been going for you this semester?

Female Student
[genuine enthusiasm] Oh, it's great. I really like your business psychology class, but I have one major concern about the last assignment, you know—the one where we have to interview a local business owner, uh, I mean entrepreneur?

Professor
Are you having trouble coming up with interview questions?

Female Student
Well, that's just it. I mean, I worked on my high school newspaper for years, so I actually have great questions to ask. The thing is . . . I'm new to the area, and I don't know people off campus . . . So, I was wondering if . . . well, could you possibly give me the name of someone I could interview . . . ?

Professor
You don't know anyone who owns a business?

Female Student
Well, yeah, back home . . . my next-door neighbors—they own a shoe store, and they're really successful—but they're not local.

Professor
Well, it wouldn't be fair to the other students if I gave you the name of a contact—but I could help you figure out a way to find someone on your own. Let's see . . . Do you read the local newspaper?

Female Student
Sure, whenever I have the time.

Professor
Well, the business section in the paper often has stories about local business people who've been successful. If you find an article, you could call the person who is profiled.

Female Student
You mean, just call them up . . . out of the blue . . . and ask them if they'll talk to me?

Professor
Sure, why not?

Female Student
Well, aren't people like that awfully busy? Too busy to talk to a random college student.

Professor
Many people enjoy telling the story of how they got started. Remember, this is a business psychology class, and for this assignment, I want you to get some real insight about business owners, their personality, what drives them to become an entrepreneur.

Female Student
Like, how they think?

Professor
And what motivates them. Why did they start their business? I'm sure they'd talk to you, especially if you tell them you might start a business some day.

Female Student
I'm not sure I'd have the guts to do that. Opening a business seems so risky, so scary.

Professor
Well, you can ask them if they felt that way too. Now you just need to find someone to interview to see if your instincts are correct.

Track 44 Listening Script (Question 5)

Narrator
Listen again to part of the conversation.

Professor
Are you having trouble coming up with interview questions?

Student
Well, that's just it. I mean, I worked on my high school newspaper for years, so I actually have great questions to ask.

Narrator
What does the student imply?

Questions 6–11

Track 45 Listening Script

Narrator
Listen to part of a lecture in an anthropology class.

Professor
OK, I, I want to begin today by talking about calendars. *[Jokingly]* I know, some of you are thinking it's not all that fascinating, right ? But listen, the next time you look at a calendar, I want you to keep something in mind. There are at least three natural ways of measuring the . . . the passage of time—by day, by month, and by year. And these are all pretty easy to see, right? I mean, a day is based on one rotation of Earth. A

month is how long the Moon takes to move around the Earth. And a year is the time it takes for Earth to move around the Sun, right? So they're all based on natural events, But the natural clocks of Earth, the Moon, and the Sun run on different times, and you can't divide any one of these time periods by another one without having some messy fraction left over. I mean, one lunar month—that's the time it takes for the Moon to go around Earth—one month is about 29 and a half days . . . not really a nice round number. And one year is a little more than 365 days. So these are obviously numbers that don't divide into each other very neatly. And this makes it pretty difficult to create some sort of tidy calendar that really works.

Not that different cultures haven't tried. Have any of you ever been to Stonehenge? *[pause]* No . . . you know, that amazing circle of giant stones in England? Well, if you ever go, and find yourself wondering why this culture way back in prehistoric England would go to so much work to construct this monumental ring of enormous stones, . . . well, keep in mind that a lot of us think it was designed, at least partially, as a calendar—to mark when the seasons of the year begin, according to the exact day when the Sun comes up from a particular direction. I have colleagues who insist it's a temple, maybe, or a tomb . . . but they can't deny that it was also used as a calendar . . . probably to help figure out, for example, when farmers should begin their planting each year.

The Mayans, in Central America, also invented a calendar, but for a different purpose. The Mayans, especially the royalty and priests, wanted to look at long cycles of history—so the calendar they used had to be able to count far into the future as well as far into the past. And not only were the Mayans keeping track of the natural timekeepers we mentioned before—Earth, the Moon, and the Sun—but another natural timekeeper: the planet Venus.

Venus rises in the sky as the morning star every 584 days, and the Venus cycle was incorporated in the Mayan calendar. So the Mayans kept track of long periods of time, and they did it so accurately, in fact, that their calendar is considered about as complicated and sophisticated as any in the world.

Now, the ancient Chinese believed very strongly in astrology—the idea that you can predict future events based on the positions of the stars and planets like, say, Jupiter. Incidentally, the whole Chinese system of astrology was based on the fact that the planet Jupiter goes around the Sun once every 12 years, so one orbit of Jupiter lasts 12 of our Earth years. Apparently, that's why the Chinese calendar has a cycle of twelve years. You know, like, "The Year of the Dragon," "The Year of the Tiger," and so on . . . all parts of a 12-year astrological cycle, that we get from the orbit of Jupiter.

Calendars based on the orbits of other planets, though, are a lot less common than those based on the cycle of the Moon—the lunar month. I could mention any number of important cultures around the world that have depended on lunar calendars, but there really isn't time.

So let's go right to the calendar that's now used throughout most of the world—a solar calendar—based on the number of days in a year. This calendar's mainly derived from the one the ancient Romans devised a couple thousand years ago. I mean, the Romans—with more than a little help from the Greeks—realized that a year actually lasts about 365 and one quarter days. And so they decided to round off most years to 365 days but make every fourth year into a leap year. I mean, somehow, you have to account for that extra one fourth of a day each year, so every four years, they made

the calendar one day longer. By adding the leap year, the Romans were able to make a calendar that worked so well—that, with a few minor adjustments, this calendar is still widely used today.

Questions 12–16

Track 46 Listening Script

Narrator
Listen to part of a lecture in a biology class.

Professor
We've been discussing animal communication. Um today we're going to talk about dolphins. Now, dolphins make a wide range of communicative sounds and also display something called vocal learning, which is the ability of an animal to modify its vocalizations based on its experience with other animals.

Ah there are many types of dolphin vocalizations. We we still don't know their precise meanings—partly, I suppose, because we haven't really tried that hard to figure out their precise meanings—but we do know that dolphins use vocalizations as a way of communicating with one another. And we've categorized their vocalizations into three types: whistles, clicks, and burst pulses.

The dolphin whistles are very high frequency sounds, ah partially above the range of human hearing. What's fascinating is, each dolphin has a signature whistle, which is unique to each individual dolphin. It allows them to call to and identify each other. *[seeing hand raised]* Jennifer?

Female Student
Kind of like learning someone's name? So . . . do dolphin parents choose names for their children?

Professor
Well, again that's something we don't know, but we do know that no two signature whistles sound identical. And, members of the same family, their signature whistles have similar elements. Dolphins use them as contact calls—ah they they call to each other while traveling and foraging. It helps keep the group together, and helps mothers and children find each other. Think of it like . . . ah if you were traveling in the forest with one other person who was just out of sight, you'd call out, "Are you there?" and the other person would respond. But if there were several people in the forest, you would have to call that person's name to call to them.

In in addition to whistles, dolphins produce clicks, which are actually sonar or sound waves. They use the clicks to communicate, but, more importantly, to navigate and hunt. How? Well, the sonar clicks bounce off objects, and then the dolphins convert the incoming signals into a three dimensional picture . . . a a mental map . . . of what's around them. The clicks are extremely sensitive and accurate. The sonar clicks are also very strong. And there's this theory that, one reason dolphins swim side by side is to avoid interference from each others' sonar clicks. Interference would be confusing . . . it would prevent them from getting an accurate picture of their surroundings. Ah and what's interesting is, dolphins will turn off their sonar when another dolphin passes in front.

Ah the third category of dolphin vocalizations is burst pulses. These are all this other sounds the dolphin makes—squawks, squeals, barks, groans, and so on. Burst pulses are used to display aggression, show dominance, and attract a mate. But whistles, clicks, and burst pulses aren't the only ways dolphins communicate. Um does anyone remember any other ways?

Male Student

In the book, it said that they also slap their tails against the water? Oh, and . . . the air that comes out when they breathe or whistle . . . the . . . ah . . . the bubble streams? They can control how the air bubbles come out? I thought that was really interesting.

Professor

Yes . . . the bubble streams are very interesting. Dolphins can identify and locate each other by their bubble streams, and they can imitate the bubble stream patterns of other dolphins . . . sort of like saying hello. So as you can see, dolphins use many different sounds and behaviors to convey messages to each other.

I'd like to tell you about when I was a graduate student . . . and . . . I spent one summer on a boat in the Atlantic Ocean studying marine life. One morning there were about 25 dolphins swimming with the boat. We could hear their clicks and whistles as they called to each other. Now, we were there as impartial scientists, to do research, but . . . how could we not notice the beauty as the bubble streams made patterns in the water and the dolphins appeared to dance and play? It's wonderful when you do field work and actually experience something you've been studying in a classroom. So if you ever have the opportunity . . . go for it.

Track 47 Listening Script (Question 16)

Narrator

Listen again to part of the lecture. Then answer the question.

Professor

Ah think of it like . . . ah if you were traveling in the forest with one other person who was just out of sight, you'd call out, "Are you there?" and the other person would respond. But if there were several people in the forest, you would have to call that person's name to call to them.

Narrator

What does this example illustrate?

Questions 17–21

Track 48 Listening Script

Narrator

Listen to part of a conversation between a student and a university employee.

Employee

Oh, hello . . . can I help you?

Student
Um . . . yeah . . . I'm looking for Professor Kirk, is she here? I mean, is this her office?

Employee
Yes, you're in the right place—Professor Kirk's office is right behind me—but no . . . she's not here right now.

Student
Um, do you know when she'll be back?

Employee
Well, she's teaching all morning. She won't be back until . . . let me check . . . hmm, she won't be back until . . . after lunch. That's when she has her office hours. Perhaps you could come back then?

Student
Oh, unfortunately no. I have class this afternoon. And I was really hoping to talk to her today. Hey, um, do you know if . . . she's accepting any more students into her introduction to biology class?

Employee
You want to know if you can take the class?

Student
Yes, if she's letting any more students sign up, I'd like, I'd like to join the class.

Employee
Introduction to biology is a very popular class, especially when she teaches it. A lot of students take it.

Student
Yeah, that's why the registrar said it was full. I've got the form the registrar gave me, um, with me to get her permission to take the class. It's all filled out except for her signature. I'm hoping she'll let me in even though the class is full. You, see I'm a senior this year, and uh, . . . this'll be my last semester, so it's my last chance . . .

Employee
Oh, wow, really. I mean, most students fulfill their science requirement the first year.

Student
Well, I mean, um...to be honest, I kept putting it off. I'm not really a big fan of science classes in general, and with the labs and everything, I've never quite found the time.

Employee
Your advisor didn't say anything?

Student
Well, to tell you the truth she's been after me to take a class like this for a while, but I'm double majoring in art and journalism and so my schedule's been really tight with all the classes I gotta' take, so somehow I never . . .

Employee *[politely cutting in]*
Well, perhaps you could leave the form with me and I'll see if she'll sign it for you.

Student
You know, I appreciate that, but maybe I should explain the problem to her in person . . . I didn't want to do it, but I guess I'll have to send her an e-mail.

Employee
Hmm. You know, not all professors check their e-mails regularly—I . . . I'm not sure if Professor Kirk does it or not. Here's an idea . . . Why don't you stick a note explaining your situation under her door and ask her to call you if she needs more information?

Student
Hey, that's a good idea; and then I can leave the form with you—if you still don't mind. . . .

Track 49 Listening Script (Question 21)

Narrator
Why does the man say this to the woman:

Student
You know, I appreciate that, but maybe I should explain the problem to her in person . . .

Questions 22–27

Track 50 Listening Script

Narrator
Listen to part of a lecture in an astronomy class.

Professor
I'm sure y'all have been following the news about Mars. A lot of spacecraft have been visiting the planet recently—some have gone into orbit around it, while others have landed on it. And, they've sent back a . . . an abundance of data that's reshaping our knowledge . . . our vision of the planet in a lot of ways. Is there anything that you've been particularly struck by in all the news reports?

Female Student
Well, they seem to mention water a lot, which kinda surprised me as I have this picture in my head that Mars is dry . . . sorta dry and dead.

Professor
You're not the only one. You know, for centuries, most of our knowledge of the planet came from what we saw through telescopes so, obviously, it was pretty limited—and our views of the planet were formed as much by writers . . . as they were by serious scientists. When the first science-fiction stories came out, Mars was described as being a lot like Earth except *[pauses to let students finish his sentence]*

Male Student
I know, the planet was red and, uh, the people were green. I've seen some of those old movies *[half laughing, half sarcastic]* what were they thinking? I mean, really . . . they *[interrupted]*

Professor *[interrupting]*
Well, it seems silly to us now but those ideas were quite imaginative and, occasionally, scary in their time. Anyway, we began to rethink our image of Mars when the first spacecraft flew by the planet in 1965 and sent pictures back to Earth. Those pictures showed a planet that looked a lot more like our moon than Earth—lots of craters and not much else. It was bitterly cold, it had a very thin atmosphere, and that atmosphere was mostly carbon dioxide. So, the view of Mars after this first flyby mission was that dry, dead planet that Lisa mentioned.

But, then there were more visits to the planet in the 1970's—and this time the spacecraft didn't just fly by, they orbited . . . or landed. This allowed us to receive much more detailed images of the planet and it turned out to be a pretty interesting place. Mars had . . . has a lot more than craters—it has giant volcanoes and deep canyons. It also showed signs of dried-up riverbeds and plains that had been formed by massive floods. So we concluded that there must have been water on the planet at one time—billions of years ago. Now, what does it take for water to exist?

Male Student
You need to have a warm enough temperature so that it doesn't freeze.

Professor
That's one thing—and the other is that you need enough atmospheric pressure, thick enough air so that the water doesn't instantly vaporize. The Mars we see today doesn't have either of those conditions—it is too cold and the air is too thin—but a long time ago, there may have been a thicker atmosphere that created a greenhouse effect that raised temperatures—and maybe that combination produced water on the surface of the planet. So, maybe Mars wasn't just a dead, boring rock—maybe, it was, uh, a fascinating fossil that was once alive and dynamic—worthy of exploration. *[Pause]* Now, let's jump forward a few decades to the beginning of this century, and a new generation of orbiters and landers that have been sent to Mars. Of course, the scientific instruments now surveying Mars are far more sophisticated than the instruments of the 70's, so we're getting all kinds of new data for analysis. And, not surprisingly, that data is challenging our notions of what Mars is like. Lisa, you mentioned that a lot of the news reports talked about water—do you remember any of the details?

Female Student
Well, they were showing these pictures of these long, uh, cuts in the ground which would be gullies here, I mean on Earth. They say that since, uh, gullies are usually formed by water, it seems like they might be evidence that water still exists on Mars but I didn't get how that worked.

Professor
I'm not surprised. There're a lot of theories . . . a lot of speculation . . . and some argue the formations aren't caused by water at all. But there're some ingenious theories that assume that there's a lot of water right under the planet's surface that somehow is

causing the gullies to form. If we could only get a lander there . . . but the gullies aren't in places where we can send landers yet. Anyway, if there is some kind of water activity, it may change our view of the planet once again . . . to something that's not dead, not even a fossil, but rather a planet like Earth that undergoes cycles—think of our ice ages—over long periods of time. Maybe Mars could sustain water again at some distant date.

Track 51 Listening Script (Question 26)

Narrator
Why does the professor say this:

Professor
So, maybe Mars wasn't just a dead, boring rock—maybe, it was, uh, a fascinating fossil that was once alive and dynamic—worthy of exploration.

Track 52 Listening Script (Question 27)

Male Student
I know, the planet was red and, uh, the people were green. I've seen some of those old movies *[half laughing, half sarcastic]* what were they thinking? I mean, really . . .

Narrator
Why does the student say this:

Male Student
What were they thinking?

Questions 28–33

Track 53 Listening Script

Narrator
Listen to part of a lecture in an Art History class. The professor has been talking about colossal statues.

Professor
We've been looking at colossal statues—works of exceptionally huge size—and their essentially public role, in commemorating a political or religious figure. We've seen how some of these statues date back thousands of years . . . like the statues of the Pharaohs of ancient Egypt—which you can still visit today . . . and how others, though surviving only in legend, have fired the imagination of writers and artists right up to our own time, such as the Colossus of Rhodes, that 110-foot statue of the Greek god Helios *[HEE-lee-us]*. Remember, this same word, "colossus"—which means a giant or larger-than-life-size statue—is what today's term "colossal" derives from.

Now, it was one thing to build such statues, at an equally colossal cost, when the funds were being allocated by ancient kings and pharaohs. But if we're going to think

about modern-day colossal statues, we need to reexamine more closely their role as social and political symbols—in order to understand why a society today—a society of free, tax-paying citizens—would agree to allocate so much of its resources to erecting them. A good example to start out with would be Mount Rushmore.

Now, many of you have probably seen pictures of Mount Rushmore; perhaps you've actually visited the place. Mount Rushmore, in South Dakota, is a colossal representation of the faces of four U.S. Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln, carved directly into a mountain. Imagine: Each of those faces in the rock is over sixty feet high! Now, carving their faces took over six and a half years, and cost almost a million dollars. And this was in the 1930's, during the worst economic depression in U.S. history! Does that strike any of you as odd?

Well, I personally think that the Great Depression of the 1930's actually makes this more understandable, not less so. Often it's the case that, precisely at times of hardship—when the very fabric of society seems to be unraveling and confidence is eroding—uh, that people clamor for some public expression of strength and optimism, perhaps as a way of symbolizing its endurance in the face of difficulty.

So, with that in mind, let's go back to Mount Rushmore. Actually, the original motivation for a colossal monument in South Dakota had very little to do with all this symbolism . . . and everything to do with money: you see, it was first conceived of basically as a tourist attraction, and it was supposed to feature the images of legendary figures of the American West, like the explorers Lewis and Clark. The government of South Dakota thought it would bring lots of money into the state.

It was only later on that the sculptor—the artist who designed and oversaw the project, a man named Gutzon Borglum—decided the project should be a monument honoring four of the most-respected Presidents in U.S. history—much more than a tourist attraction . . . its very prominence and permanence became perceived as a symbol of the endurance of U.S. ideals and the greatness of the country's early leaders. So, you see, what began as a tourist attraction became something far loftier.

Let's look at another example of this phenomenon.

The Statue of Liberty is another colossal statue—*[indicating by his tone of voice that his assumption is a near certainty]* one that I assume a number of you are familiar with. But, umm, I would guess that—like many people today—you don't realize that, when it was designed, over a century ago—by a French sculptor—it was intended to symbolize the long friendship between the people of France and the people of the United States—one which dated back to France's support of the American colonies' war for independence from the British.

But the shift in the statue's meaning started soon after it was built. Back in 1883, Emma Lazarus wrote that famous poem—you know, the one that goes: "Give me your tired, your poor . . . ." *[pause]* and so on and so forth. That poem describes the Statue of Liberty as a beacon of welcome for the entire world. Well, in the early 1900's, it was put on a plaque on the pedestal that the Statue of Liberty stands on.

From that point on, the Statue of Liberty was no longer perceived as just a gift between friendly republics. It now became a tribute to the United States' history of immigration and openness.

This association was strengthened in the imagination of the general public just a few decades after the statue's completion, with the immigration waves of the early

20th century . . . especially since the statue happened to be the first sign of America seen by those immigrants sailing into the port of New York. So, as with Mount Rushmore, the original motivation for this colossal statue was forgotten, and the statue is now valued for more important reasons.

Track 54 Listening Script (Question 32)

Professor

Back in 1883, Emma Lazarus wrote that famous poem—you know, the one that goes: "Give me your tired, your poor . . ." *[pause]* and so on and so forth.

Narrator

Why does the professor discuss the poem by Emma Lazarus?

Speaking

Listening Scripts

This section presents the listening scripts for the audio portions of questions 1–6 in the Speaking Section.

Use the sample Independent and Integrated Speaking rubrics on pages 187–190 to see how responses are scored. The raters who listen to your responses will analyze them in three general categories. These categories are Delivery, Language Use, and Topic Development. All three categories have equal importance.

Question 1

Track 55 Listening Script

Narrator

What kind of reading material, such as novels, magazines, or poetry, do you most like to read in your free time? Explain why you find this kind of reading material interesting.

Question 2

Track 56 Listening Script

Narrator

Some students would prefer to live with roommates. Others would prefer to live alone. Which option would you prefer and why?

Question 3

Track 57 Listening Script

Female Student

I can't believe these plans. It just doesn't make sense to me.

Male Student

Really? Seemed OK to me, especially the argument about the cars.

Female Student

Yeah, I know. But the thing is, it doesn't matter where students live 'cuz they still hafta get to class somehow, right? At least if they built new dorms on campus, students would use campus transportation *[cut off by Male Student]* . . .

Male Student

[interrupting as lightbulb goes off] . . . instead of their cars. I see what you're getting at. If they live off campus, they're still gonna hafta drive and park on campus, might even create more traffic.

Female Student

Exactly.

Male Student

OK. Still, though. The point about students interacting more with people in the community . . . that doesn't seem to be a bad thing, does it?

Female Student

But the more time spent off campus, in town, the less time spent on campus. What about all the clubs, shows, discussions, a—all the campus happenings that just kind of . . . happen? It's important to be on campus to really take advantage of these things. Having a different living experience shouldn't be given up at the expense of not being as much a part of the university community.

Track 58 Listening Script

Narrator

The woman expresses her opinion of the university's plan. State her opinion and explain the reasons she gives for holding that opinion.

Question 4

Track 59 Listening Script

Professor

So, we encounter this in life all the time, but many of us are unaware that we do this . . . even psychologists who study it . . . like me. For example, the other day I was at the store and I was getting in line to buy something. But just before I was actually in line, some guy comes out of nowhere and cuts right in front of me. Well, I was really annoyed and thought, "that was rude!" I assumed he was just a selfish, inconsiderate person when, in fact, I had no idea why he cut in line in front of me or whether he even realized he was doing it. Maybe he didn't think I was actually in line yet . . . But my immediate reaction was to assume he was a selfish or rude person.

OK so a few days after that, I was at the store again. Only this time I was in a real hurry—I was late for an important meeting—and I was frustrated that everything was taking so long. And what's worse, all the check-out lines were long, and it seemed like everyone was moving so slowly. But then I saw a slightly shorter line! But some woman with a lot of stuff to buy was walking toward it, so I basically ran to get there first, before her, and, well, I did. Now I didn't think of myself as a bad or rude person for doing this. I had an important meeting to get to—I was in a hurry, so, you know, I had done nothing wrong.

Track 60 Listening Script

Narrator

Explain how the two examples discussed by the professor illustrate differences in the ways people explain behavior.

Question 5

Track 61 Listening Script

Professor

OK, Becky, so . . . you've chosen all your courses for next term?

Female Student

Well, not really, professor. Actually, I've got a problem.

Professor

Oh?

Female Student

Yeah, well, I still need to take an American literature course; it's required for graduation. But I've been putting it off. But since my next term is my last . . .

Professor

. . . Yeah, you can't put it off any longer!

Female Student

Right. The thing is, though . . . it's not offered next term.

Professor

I see. Hmm. Ah how about . . . ah taking the course at another university?

Female Student

I thought about that. It's offered at City College, but . . . that's so far away. Commuting back and forth would take me a couple of hours, you know, a big chunk of time with all my other studies and everything.

Professor

True, but it's been done. Or . . . ah they're a couple of graduate courses in American literature. Why not take one of those?

Female Student

Yeah, but . . . wouldn't that be hard, though? I mean . . . it's a graduate course—that'd be pretty intense.

Professor

Yeah, it'd probably mean more studying than you're used to, but I'm sure it's not beyond your abilities.

Track 62 Listening Script

Narrator

The speakers discuss two possible solutions to the woman's problem. Briefly summarize the problem. Then state which solution you prefer and why.

Question 6

Track 63 Listening Script

Professor

OK. Young children and art. Research suggests that learning art skills can benefit a young child's development. Two of the ways it can do this is by providing a platform to express complex emotions and by encouraging persistence.

What do I mean when I say "a platform to express complex emotions"? Young children have limited vocabulary. How would they communicate the feeling of pride, for example? A drawing, though, making a drawing of feeling proud . . . this is something a young child could do. A little girl might draw herself jumping up in the air next to her bike. In the drawing, her arms are raised up in the air and she's smiling. Children can draw to communicate their emotions, whether positive or negative, through the drawing—mm—better than they could with words.

And encouraging persistence? Art skills can help children to develop patience and concentration to persist in an activity . . . the willingness to keep trying to reach a goal. So, suppose there's a little boy who wants to mold a lump of clay into the shape of a car. The first attempt doesn't look too much like a car. He's disappointed but wants to try again. The second, third, fourth try still don't look quite right, but there's improvement with every attempt. After some time, he gets to the point where he's satisfied with his creation. The newly shaped clay car is an instant reminder of an accomplishment—a success resulting from his persistence. The boy may be able to transfer this lesson toward other situations and activities because he's had the experience of successfully accomplishing a goal through hard work.

Track 64 Listening Script

Narrator

Using points and examples from the talk, explain how learning art can impact a child's development.

Writing

Listening Script and Topic Notes

Use the Integrated Writing and Independent Writing Scoring Rubrics on pages 200–201 and 209–210 to see how responses are scored.

Writing Based on Reading and Listening

Track 65 Listening Script

Professor

Lately, we've been seeing some professors on television. Though it's sometimes claimed to be a good thing, we should question whether anybody really benefits from it. First of all, it's not good for the professors themselves—not from a professional standpoint. Rightly or wrongly, a professor who appears on TV tends to get the reputation among fellow professors of being someone who is not a serious scholar—someone who chooses to entertain rather than to educate. And for that reason, TV professors may not be invited to important conferences—important meetings to discuss their academic work. They may even have difficulty getting money to do research. So for professors, being a TV celebrity has important disadvantages.

A second point is that being on TV can take a lot of a professor's time—not just the time on TV but also time figuring out what to present and time spent rehearsing, travel time, even time getting made up to look good for the cameras. And all this time comes out of the time the professor can spend doing research, meeting with students, and attending to university business. So you can certainly see there are problems for the university and its students when professors are in the TV studio and not on campus.

So who does benefit? The public? That's not so clear either. Look, professors do have a lot of knowledge to offer, but TV networks don't want really serious in-depth academic lectures for after-dinner viewing. What the networks want is the academic title, not the intellectual substance. The material that professors usually present on TV—such as background on current events, or some brief historical introduction to a new movie version of a great literary work—this material is not much different from what viewers would get from a TV reporter who had done a little homework.

Essay Topic

Summarize the points made in the lecture, being sure to explain how they oppose specific points made in the reading passage.

Topic Notes

You should understand the reasons presented in the lecture for why it is not necessarily good that professors appear on television. The lecturer questions each of the benefits mentioned in reading: about the professor's reputation, about the professor's time, and about educating the public.

A high-scoring response will include the following points made by the lecturer that address the points made in the reading:

Point made in reading	Contrasting point from the lecture
TV appearances improve the professor's reputation.	1. Their reputation suffers, because they are considered entertainers by their peers and not serious scholars. 2. As a result, they may get fewer invitations to academic conferences or lose research funding.
TV appearances benefit the university and lead to more student applications and more donations.	Professors spend a lot of time preparing for the TV appearances, which takes away from their true academic work, such as teaching and doing research.
TV appearances benefit the public because the public is exposed to more in-depth knowledge about a subject.	Professors generally do not give in-depth academic lectures on TV.

Responses with scores of 4 and 5 generally clearly discuss all three of the main points in the table.

Writing Based on Knowledge and Experience

Essay Topic

Do you agree or disagree with the following statement?
Young people enjoy life more than older people do.
Use specific reasons and examples to support your answer.

Topic Notes

This topic requires you to write about whether young people enjoy life more than older people do. If you agree with this statement, you should present examples and reasons. For example, young people may tend to go out more and participate in fun activities while older people may tend to stay at home more. Another reason that older people may enjoy life less is because they have more responsibilities and pressure from work, family, and money than young people. A third

reason might be that young people are more physically fit and able to enjoy more activities than older people.

If you disagree with this statement in your response, you should present examples and reasons that older people enjoy life more. For example, older people may better know what satisfies them and makes then happy than young people do.

Some good responses explain that the group that enjoys life more depends on where they live. All of these approaches can be developed into a good response.

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Appendix 1

The tables in Appendix 1 show how test takers from around the world perform on TOEFL iBT. The data are based on examinees who took the TOEFL iBT between January 2007 and December 2007. The most recent version of the annual TOEFL iBT Test and Score Data Summary can be viewed on the TOEFL website at www.ets.org/toefl.

Table 1 gives actual ranges of observed scores for the period from January 2007 to December 2007. The percentile ranks for section and total scale scores are shown in **Table 2** for the total group. In **Tables 3–6**, examinees have been classified by their reason for taking the test (information supplied by them at the test center).

Table 1. Observed Minimum and Maximum TOEFL iBT Section and Total Scores

Section	Minimum	Maximum
1. Reading	0	30
2. Listening	0	30
3. Speaking	0	30
4. Writing	0	30
Total	**0**	**120**

Table 2. Percentile Ranks for TOEFL iBT Scores—Total Group

Scale Score	Reading	Listening	Speaking	Writing	Total Scale Score	Percentile Rank
30	97	98	99	98	120	100
29	86	88	98	95	116	99
28	79	79	96	90	112	95
27	73	72	93	84	108	90
26	68	67	89	**	104	84
25	63	61	**	76	100	78
24	59	56	82	68	96	71
23	55	52	73	**	92	65
22	51	48	63	58	88	58
21	48	44	**	48	84	52
20	45	41	54	38	80	47
19	41	38	44	**	76	41
18	38	34	34	31	72	36
17	36	31	23	23	68	31
16	33	29	88	**	64	27
15	30	26	14	17	60	23
14	28	24	9	11	56	19
13	25	21	6	**	52	16
12	23	19	**	7	48	13
11	20	17	4	3	44	10
10	18	15	3	2	40	8
9	16	13	2	**	36	5
8	14	12	1	1	32	4
7	12	10	**	1	28	2
6	1-	8	1		24	1
5	8	7	1		20	1
4	6	5			16	
3	4	3			12	
2	3	1			8	
1	1				4	
0					0	
Mean	19.1	19.8	19.2	20.2	Mean	78
S.D.	8.7	8.2	4.8	5.4	S.D.	24

** Indicates a nonexistent scale score for Speaking and Writing.

Table 3. Percentile Ranks for TOEFL iBT Scores—Graduate-Level Students*

Scale Score	Reading	Listening	Speaking	Writing	Total Scale Score	Percentile Rank
30	94	97	99	97	120	100
29	81	84	98	93	116	98
28	73	74	95	87	112	93
27	67	67	91	80	108	86
26	61	61	86	**	104	79
25	56	55	**	72	100	72
24	53	51	79	63	96	66
23	48	47	70	**	92	59
22	44	42	60	53	88	53
21	41	39	**	43	84	47
20	38	35	50	33	80	41
19	35	32	40	**	76	35
18	32	29	30	26	72	30
17	29	26	20	18	68	26
16	27	24	**	**	64	22
15	24	21	12	13	60	18
14	22	19	7	8	56	15
13	20	17	4	**	52	12
12	17	15	**	4	48	9
11	15	13	3	2	44	7
10	13	12	2	1	40	5
9	12	10	1	**	36	3
8	10	9	1		32	2
7	8	7	**		28	1
6	7	6	1		24	1
5	5	5			20	
4	4	3			16	
3	3	2			12	
2	1	1			8	
1					4	
0					0	
Mean S.D.	20.6 8.2	21.0 7.8	19.8 4.7	21.0 5.3	Mean S.D.	82 23

* Based on examinees who indicated that they were applying for admission to colleges or universities as graduate students.

** Indicates a nonexistent scale score for Speaking and Writing.

Table 4. Percentile Ranks for TOEFL iBT Scores—Undergraduate Level Students*

Scale Score	Reading	Listening	Speaking	Writing	Total Scale Score	Percentile Rank
30	97	98	99	98	120	100
29	90	89	98	95	116	99
28	84	81	96	91	112	96
27	79	74	92	85	108	91
26	75	69	87	**	104	86
25	71	63	**	79	100	80
24	67	59	81	71	96	74
23	64	54	72	**	92	68
22	60	50	63	62	88	63
21	57	47	**	53	84	57
20	54	43	53	43	80	52
19	51	40	45	**	76	47
18	47	36	35	35	72	42
17	44	33	25	27	68	37
16	41	31	**	**	64	32
15	38	28	16	21	60	28
14	36	26	11	13	56	24
13	33	23	8	**	52	20
12	30	21	**	8	48	16
11	27	19	5	4	44	13
10	24	17	4	3	40	9
9	22	15	2	**	36	7
8	19	13	2	1	32	4
7	16	11	**	1	28	3
6	14	9	1		24	2
5	11	7	1		20	1
4	9	5	1		16	
3	6	3			12	
2	4	1			8	
1	1				4	
0					0	
Mean S.D.	17.3 8.9	19.3 8.3	19.2 5.1	19.7 5.6	Mean S.D.	76 125

* Based on examinees who indicated that they were applying for admission to colleges or universities as undergraduate students.

** Indicates a nonexistent scale score for Speaking and Writing.

Table 5. Percentile Ranks for TOEFL iBT Scores—Other Students*

Scale Score	Reading	Listening	Speaking	Writing	Total Scale Score	Percentile Rank
30	98	98	100	99	120	100
29	89	89	99	96	116	99
28	82	80	97	92	112	97
27	77	73	94	86	108	93
26	72	67	91	**	104	87
25	67	62	**	79	100	80
24	63	57	84	70	96	73
23	59	53	75	**	92	67
22	55	49	66	60	88	61
21	52	45	**	51	84	54
20	49	42	56	42	80	49
19	46	39	47	**	76	44
18	42	35	37	34	72	39
17	40	33	28	27	68	35
16	37	31	**	**	64	31
15	34	28	19	21	60	27
14	32	26	14	14	56	24
13	29	24	11	**	52	20
12	26	22	**	10	48	17
11	24	19	8	5	44	14
10	22	18	6	3	40	11
9	19	16	4	**	36	8
8	17	14	3	1	32	6
7	15	12	**	1	28	4
6	12	10	2		24	3
5	10	8	1		20	1
4	8	6	1		16	1
3	5	4	1		12	
2	3	1			8	
1	1				4	
0					0	
Mean S.D.	18.1 8.8	19.4 8.5	18.6 5.2	19.7 5.7	Mean S.D.	76 25

* Based on examinees who indicated that they were applying for admission to schools other than colleges or universities, e.g., secondary schools.

** Indicates a nonexistent scale score for Speaking and Writing.

Table 6. Percentile Ranks for TOEFL iBT Scores—Applicants for Professional License*

Scale Score	Reading	Listening	Speaking	Writing	Total Scale Score	Percentile Rank
30	98	99	99	98	120	100
29	89	90	98	96	116	99
28	80	79	96	91	112	97
27	74	69	93	85	108	92
26	66	61	86	**	104	85
25	60	53	**	75	100	76
24	55	47	75	64	96	66
23	50	41	60	**	92	56
22	45	36	45	51	88	47
21	41	32	**	40	84	40
20	37	28	34	30	80	33
19	33	25	25	**	76	27
18	29	22	17	22	72	23
17	26	19	11	16	68	19
16	24	17	**	**	64	15
15	21	15	6	11	60	12
14	19	13	4	7	56	10
13	16	11	3	**	52	8
12	14	10	**	4	48	6
11	13	9	2	2	44	5
10	11	8	1	1	40	4
9	9	7	1	**	36	2
8	8	6	1	1	32	2
7	7	5	**	1	28	1
6	5	4			24	1
5	4	3			20	
4	3	2			16	
3	2	1			12	
2	1				8	
1	1					4
0					0	
Mean	20.6	21.9	21.0	21.0	Mean	84
S.D.	7.5	6.8	4.1	5.0	S.D.	20

* Based on examinees who indicated that they were taking TOEFL to become licensed to practice their professions in the United States or Canada.

** Indicates a nonexistent scale score for Speaking and Writing.

Tables 7 and 8 present means and standard deviations of section and total scores separately for male and female examinees tested between January and December 2007.

Table 7. Means and Standard Deviations for TOEFL iBT Section and Total Scores, Males*

Group	Reading	Listening	Speaking	Writing	Total
Total Group*	19.5	19.8	18.9	20.2	78
	8.77	8.3	4.7	5.5	24
Graduate Level**	21.1	21.1	19.6	21.1	83
	8.1	7.8	4.6	5.3	23
Undergraduate Level**	17.5	19.4	19.0	19.6	76
	9.1	8.4	5.0	5.7	25
Other Students**	18.6	19.4	18.4	19.7	76
	8.9	8.6	5.1	5.7	25
Applicants for Professional License**	21.2	22.2	20.8	21.1	85
	7.1	6.5	3.9	4.9	19

* Based on examinees who responded to a question about gender group membership.

** Based on examinees who responded to a question about gender group membership and also indicated a main reason for taking the TOEFL

Table 8. Means and Standard Deviations for TOEFL iBT Section and Total Scores, Females*

Group	Reading	Listening	Speaking	Writing	Total
Total Group*	19.0	20.0	19.8	20.4	79
	8.6	8.0	4.8	5.3	24
Graduate Level**	20.2	21.2	20.5	21.2	83
	8.2	7.6	4.7	5.2	23
Undergraduate Level**	17.2	19.6	19.6	19.9	76
	8.8	8.2	5.2	5.5	24
Other Students**	17.8	19.6	19.1	19.8	76
	8.7	8.4	5.3	5.6	25
Applicants for Professional License**	20.2	21.8	21.3	21.0	84
	7.6	6.9	4.2	5.0	20

* Based on examinees who responded to a question about gender group membership.

** Based on examinees who responded to a question about gender group membership and also indicated a main reason for taking the TOEFL test.

Tables 9 and 10 may be useful in comparing the performance on the TOEFL iBT of a particular student with that of other students from the same native country and with that of students who speak the same language. It is important to point out that the data do not permit the generalization that there are fundamental differences in the ability of the various national and language groups to learn English or in the level of English proficiency they can attain. The tables are based simply on the performance of those examinees native to particular countries and languages who happened to take TOEFL iBT.

Table 9. TOEFL iBT Total and Section Score Means[1]—All Examinees Classified by Native Language[2]

Native Language	Reading	Listening	Speaking	Writing	Total
Afrikaans	18	21	21	21	81
Akan	17	19	20	20	76
Albanian	17	20	21	19	77
Amharic	15	18	19	18	71
Arabic	13	17	19	17	66
Armenian	17	20	21	20	78
Assamese	24	24	23	25	96
Aymara	16	17	19	18	71
Bashkir	*	*	*	*	*
Basque	24	25	21	22	92
Belorussian	20	23	23	22	88
Bemba	13	15	21	17	67
Bengali	22	23	22	24	91
Berber	17	17	18	18	71
Bikol	20	21	22	22	85
Bosnian	17	20	21	19	77
Bulgarian	21	24	21	22	89
Burmese	18	18	19	21	76
Catalan	24	24	21	22	92
Cebuano	22	23	22	22	89
Chichewa (Nyanja)	16	18	19	19	72
Chinese	20	19	18	20	77
Chuvash	*	*	*	*	*
Croatian	21	25	22	22	91
Czech	21	24	22	22	89
Danish	24	27	26	24	101
Dutch	25	27	25	25	102
Efik	20	19	20	21	79
English	20	22	22	22	86
Estonian	23	26	23	24	97
Ewe	16	17	19	19	71
Farsi	18	19	20	19	76
Fijian	*	*	*	*	*
Finnish	23	27	23	24	97

Native Language	Reading	Listening	Speaking	Writing	Total
French	22	22	21	21	85
Fula (Peul)	12	13	18	17	60
Ga	19	20	20	21	80
Gallegan (Galician)	*	*	*	*	*
Ganda	17	19	21	22	79
Georgian	18	21	21	20	79
German	23	26	24	24	97
Greek	21	23	20	22	87
Guarani	*	*	*	*	*
Gujarati	16	17	19	19	71
Gwichin	*	*	*	*	*
Hausa	16	17	19	19	71
Hebrew	22	26	24	23	95
Hindi	23	24	23	24	93
Hungarian	21	24	22	22	89
Icelandic	22	26	23	24	95
Igbo	18	19	20	20	78
Iloko	20	21	20	21	83
Indonesian	19	20	19	20	78
Inupiaq	*	*	*	*	*
Italian	22	19	18	19	78
Japanese	16	16	15	18	65
Javanese	18	17	16	19	71
Kannada	24	25	23	25	96
Kanuri	*	*	*	*	*
Kashmiri	21	23	23	23	90
Kazakh	17	19	20	19	76
Khmer	13	15	17	18	63
Kikuyu	16	19	20	20	74
Konkani	25	26	24	26	101
Korean	20	20	18	20	77
Kurdish	16	20	19	19	74
Kurukh	*	*	*	*	*
Lao	12	14	18	18	63
Latvian	19	23	22	22	86
Lingala	*	*	*	*	*
Lithuanian	19	23	22	21	85
Luba-Lulua	*	*	*	*	*
Luo	18	20	21	21	80
Macedonian	18	22	21	21	82
Madurese	13	17	18	18	66
Malagasy	*	*	*	*	*
Malay	22	23	20	23	88
Malayalam	23	24	23	24	95
Maltese	*	*	*	*	*
Marathi	24	24	23	24	95

Table 9 (cont.)

Native Language	Reading	Listening	Speaking	Writing	Total
Marshallese	*	*	*	*	*
Mende	*	*	*	*	*
Mongolian	14	16	18	17	65
Mossi	11	13	17	17	58
Nepali	16	18	19	20	74
Norwegian	21	26	24	23	94
Oriya	24	24	23	25	96
Oromo	17	20	19	18	73
Palauan	*	*	*	*	*
Pohnapeian	*	*	*	*	*
Polish	20	23	22	21	86
Portuguese	22	23	21	21	86
Punjabi	20	21	22	22	84
Pushtu	16	19	21	20	77
Romanian	23	24	22	23	92
Russian	19	22	21	21	83
Samoan	*	*	*	*	*
Santali	*	*	*	*	*
Serbian	20	23	21	20	84
Shona	22	23	23	23	91
Sindhi	22	24	23	24	93
Sinhalese	19	22	21	22	84
Slovak	21	24	22	22	89
Slovene	23	25	23	24	96
Somali	13	17	20	17	67
Spanish	21	22	21	21	84
Sundanese	*	*	*	*	*
Swahili	16	18	19	19	72
Swedish	20	25	24	23	91
Tagalog	21	22	22	22	88
Tamil	24	24	23	24	96
Tatar	*	*	*	*	*
Telugu	17	18	20	20	74
Thai	17	18	17	19	71
Tibetan	16	19	20	21	76
Tigrinya	17	19	19	19	74
Tongan	*	*	*	*	*
Turkish	19	20	19	20	77
Turkmen	15	19	19	19	72
Twi	18	20	20	20	78
Uighur	15	16	18	17	66
Ukrainian	19	22	22	21	84
Urdu	19	21	22	22	86
Uzbek	16	18	19	18	71
Vietnamese	17	16	17	19	70

Native Language	Reading	Listening	Speaking	Writing	Total
Wolof	12	14	17	16	59
Xhosa	*	*	*	*	*
Yapese	*	*	*	*	*
Yiddish	*	*	*	*	*
Yoruba	19	20	20	20	79
Zulu	18	21	23	23	84

1. Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30. An asterisk (*) indicates no report because of the small size of the sample.

2. Because of changes in region and/or country boundaries, certain languages may have been added or deleted since the previous table was published.

Table 10. TOEFL iBT Total and Section Score Means[1]—Nonnative English-Speaking Examinees Classified by Geographic Region and Native Country[2]

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
AFRICA					
Angola	13	17	19	18	67
Benin	12	13	16	16	57
Botswana	16	18	21	21	77
Burkina Faso	13	15	17	17	62
Burundi	15	16	19	18	69
Cameroon	15	16	18	19	68
Cape Verde	*	*	*	*	*
Central African Republic	*	*	*	*	*
Chad	*	*	*	*	*
Comoros	*	*	*	*	*
Congo	13	15	19	17	64
Congo, The Democratic Republic of	13	16	19	18	66
Cote d'Ivoire	13	13	16	16	59
Djibouti	*	*	*	*	*
Equatorial Guinea	*	*	*	*	*
Eritrea	17	20	19	19	75
Ethiopia	16	19	19	18	72
Gabon	15	18	19	18	70
Gambia	10	15	20	17	62
Ghana	18	19	20	21	78
Guinea	12	15	18	16	61
Guinea-Bissau	*	*	*	*	*
Kenya	17	18	20	20	75
Lesotho	*	*	*	*	*
Liberia	9	15	19	16	58
Madagascar	20	19	20	21	79
Malawi	*	*	*	*	*
Mali	11	13	16	15	56
Mauritania	13	15	19	18	65
Mauritius	24	24	21	25	94

Table 10 (cont.)

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Mayotte	*	*	*	*	*
Mozambique	*	*	*	*	*
Namibia	*	*	*	*	*
Niger	13	14	18	17	62
Nigeria	18	19	20	20	77
Reunion	21	21	20	21	82
Rwanda	16	19	20	19	74
Sao Tome and Principe	*	*	*	*	*
Senegal	13	14	17	16	60
Seychelles	*	*	*	*	*
Sierra Leone	16	18	22	19	75
Somalia	10	15	19	16	60
South Africa	22	25	25	24	95
Swaziland	*	*	*	*	*
Tanzania, United Republic of	14	17	20	19	69
Togo	12	14	18	16	60
Tunisia	18	20	20	19	77
Uganda	17	19	21	22	80
Zaire	*	*	*	*	*
Zambia	17	21	24	21	83
Zimbabwe	22	23	23	24	92
AMERICAS					
Anguilla	*	*	*	*	*
Antigua and Barbuda	*	*	*	*	*
Argentina	24	25	22	23	94
Aruba	*	*	*	*	*
Bahamas	*	*	*	*	*
Barbados	*	*	*	*	*
Belize	*	*	*	*	*
Bermuda	*	*	*	*	*
Bolivia	20	22	21	20	83
Brazil	22	23	21	21	86
Canada	21	24	23	23	91
Chile	23	23	20	21	88
Colombia	20	21	20	20	80
Costa Rica	23	25	23	23	93
Cuba	19	20	20	19	79
Dominica	*	*	*	*	*
Dominican Republic	19	21	21	20	81
Ecuador	20	22	21	21	83
El Salvador	20	22	22	21	84
French Guiana	*	*	*	*	*
Grenada	*	*	*	*	*
Guadeloupe	*	*	*	*	*
Guatemala	18	19	20	19	76

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Guyana	*	*	*	*	*
Haiti	12	14	18	16	61
Honduras	19	22	22	21	85
Jamaica	18	21	22	21	82
Martinique	*	*	*	*	*
Mexico	21	22	21	21	85
Montserrat					
Netherlands Antilles	18	23	24	23	88
Nicaragua	20	22	22	21	85
Panama	20	22	21	21	83
Paraguay	20	22	21	21	84
Peru	20	22	21	21	83
Puerto Rico	21	23	21	22	87
Saint Kitts and Nevis	*	*	*	*	*
Saint Lucia	*	*	*	*	*
Saint Vincent and the Grenadines	*	*	*	*	*
Suriname	*	*	*	*	*
Trinidad and Tobago	*	*	*	*	*
Turks and Caicos Islands	*	*	*	*	*
United States	19	22	22	21	84
Uruguay	24	25	22	23	94
Venezuela	20	22	21	20	84
Virgin Islands (U.S.)	*	*	*	*	*
ASIA					
Afghanistan	12	16	20	19	67
Azerbaijan	16	17	19	18	71
Bangladesh	19	21	21	22	83
Bhutan	14	16	20	18	69
Brunei Darussalam	*	*	*	*	*
Cambodia	13	15	17	18	63
China	21	19	18	20	78
Christmas Island	*	*	*	*	*
Cocos (Keeling) Islands	*	*	*	*	*
East Timor	*	*	*	*	*
Hong Kong	18	20	20	22	80
India	20	21	21	22	84
Indonesia	19	20	19	21	78
Japan	16	16	15	18	65
Kazakhstan	17	20	20	20	77
Korea, Democratic People's Republic of	16	17	17	18	69
Korea, Republic of	20	20	18	20	77
Kyrgyzstan	19	21	21	20	81
Lao, People's Democratic Republic	13	15	18	18	65
Macau	15	16	17	19	66
Malaysia	21	23	20	23	87
Maldives	*	*	*	*	*

Table 10 (cont.)

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Mongolia	14	16	18	17	65
Myanmar	18	18	19	20	75
Nepal	16	18	19	20	74
Pakistan	20	22	22	23	87
Philippines	21	22	22	22	88
Singapore	25	26	24	26	100
Sri Lanka	19	22	21	21	83
Taiwan	17	18	18	19	72
Tajikistan	15	17	21	19	72
Thailand	17	18	17	19	72
Timor-Leste	*	*	*	*	*
Turkmenistan	16	20	20	19	75
Uzbekistan	17	19	20	19	75
Viet Nam	17	16	17	19	70
EUROPE					
Aland Islands	*	*	*	*	*
Albania	18	20	21	20	78
Andorra	*	*	*	*	*
Armenia	17	20	21	20	78
Austria	24	26	24	25	99
Belarus	20	23	22	21	86
Belgium	24	26	24	24	98
Bosnia and Herzegovina	17	22	21	19	80
Bulgaria	21	24	21	22	88
Croatia	21	24	22	22	89
Cyprus	18	21	19	21	79
Czech Republic	21	24	22	22	89
Czech and Slovakia	*	*	*	*	*
Denmark	24	27	26	24	101
Estonia	23	26	23	24	96
Faroe Islands	*	*	*	*	*
Finland	24	27	23	24	98
France	23	23	21	22	88
Georgia	18	21	21	20	79
Germany	23	26	24	24	97
Gibraltar	*	*	*	*	*
Greece	22	23	20	22	88
Greenland	*	*	*	*	*
Holy See (Vatican City State)	*	*	*	*	*
Hungary	21	23	22	22	88
Iceland	22	26	23	24	95
Ireland	*	*	*	*	*
Italy	22	19	18	19	78
Kosovo	15	18	20	19	71
Latvia	20	23	22	22	87

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Liechtenstein	*	*	*	*	*
Lithuania	19	23	22	21	85
Luxembourg	25	26	24	25	100
Macedonia, Former Yugoslav Republic of	18	22	21	21	82
Malta	*	*	*	*	*
Moldova, Republic of	20	22	22	21	86
Monaco	22	22	22	22	88
Montenegro	19	22	21	19	81
Netherlands	25	27	25	25	103
Northern Ireland	*	*	*	*	*
Norway	21	26	24	23	94
Poland	20	23	22	21	86
Portugal	24	25	23	23	95
Romania	23	25	22	23	93
Russian Federation	20	22	21	21	84
San Marino	*	*	*	*	*
Scotland	*	*	*	*	*
Serbia	20	22	21	20	83
Serbia and Montenegro	19	23	21	20	84
Slovakia	21	24	22	22	89
Slovenia	24	26	23	23	96
Spain	23	23	21	22	88
Sweden	20	25	24	23	91
Switzerland	24	26	23	24	97
Turkey	19	20	19	20	77
Ukraine	20	22	22	21	84
United Kingdom	23	25	24	24	95
Wales	*	*	*	*	*
Yugoslavia	*	*	*	*	*
MIDDLE EAST/NORTH AFRICA					
Algeria	15	18	19	18	69
Bahrain	14	19	20	19	73
Egypt	18	21	21	20	80
Gaza Strip	*	*	*	*	*
Iran, Islamic Republic of	18	19	20	19	76
Iraq	15	19	20	18	72
Israel	22	26	24	22	94
Jordan	15	18	20	18	71
Kuwait	11	16	19	16	61
Lebanon	17	20	21	21	79
Libyan Arab Jamahiriya	17	21	20	19	78
Morocco	16	18	19	19	72
Occupied Palestinian Territory	12	16	19	18	65
Oman	11	14	18	16	59
Qatar	8	13	17	14	51
Saudi Arabia	10	15	18	15	57

Table 10 (cont.)

Geographic Region and Native Country	Reading	Listening	Speaking	Writing	Total
Sudan	13	18	20	18	69
Syrian Arab Republic	14	19	20	19	2
United Arab Emirates	10	14	17	16	58
West Bank	15	18	19	19	70
Yemen	12	16	19	17	64
PACIFIC REGION					
American Samoa	*	*	*	*	*
Australia	21	23	23	23	91
Fiji	*	*	*	*	*
French Polynesia	*	*	*	*	*
Guam	*	*	*	*	*
Kiribati	*	*	*	*	*
Marshall Islands	*	*	*	*	*
Micronesia, Federated States of	*	*	*	*	*
Nauru	*	*	*	*	*
New Caledonia	*	*	*	*	*
New Zealand	*	*	*	*	*
Northern Mariana Islands	*	*	*	*	*
Palau	*	*	*	*	*
Papua New Guinea	*	*	*	*	*
Pitcairn	*	*	*	*	*
Samoa	*	*	*	*	*
Tonga	*	*	*	*	*
Tuvalu	*	*	*	*	*
Vanuatu	*	*	*	*	*

1. Because of the unreliability of statistics based on small samples, means are not reported for subgroups of less than 30.

2. Because of changes in region and/or country boundaries, certain countries may have been added or deleted since the previous table was published.

Appendix 2

The scores you receive on the TOEFL iBT indicate your performance level in each of the four skill areas: reading, listening, speaking, and writing. Appendix 2 provides descriptions of what test takers can do at each score level, and advice about how test takers at each level can improve their skills.

Only the "Your Performance" descriptions appear on test taker score reports, The "Advice for Improvement" is only a sample of the advice available. More extensive advice is available on the TOEFL website, www.ets.org/toefl.

Reading Skills

Level: HIGH (22–30)

Test takers who receive a score at the **HIGH** level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.

YOUR PERFORMANCE

Test takers who score at the HIGH level, typically:

- have a very good command of academic vocabulary and grammatical structure;
- can understand and connect information, make appropriate inferences and synthesize ideas, even when the text is conceptually dense and the language is complex;
- can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and
- can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.

ADVICE FOR IMPROVEMENT

Read as much and as often as possible. Make sure to include academic texts on a variety of topics written in different genres and with different degrees of conceptual density as part of your reading.

- Read major newspapers, such as *The New York Times* or *Science Times,* and websites (National Public Radio [NPR] or the BBC).
- Write summaries of texts, making sure they incorporate the organizational pattern of the originals. Continually expand your vocabulary.

Continually practice using new words you encounter in your reading. This will help you remember both the meaning and correct usage of the new words.

Level: INTERMEDIATE (15–21)

Test takers who receive a score at the **INTERMEDIATE** level, as you did, typically understand academic texts in English that require a wide range of reading abilities, although their understanding of certain parts of the texts is limited.

YOUR PERFORMANCE

Test takers who receive a score at the INTERMEDIATE level typically:

- have a good command of common academic vocabulary, but still have some difficulty with high-level vocabulary;
- have a very good understanding of grammatical structure;
- can understand and connect information, make appropriate inferences, and synthesize information in a range of texts, but have more difficulty when the vocabulary is high level and the text is conceptually dense;
- can recognize the expository organization of a text and the role that specific information serves within a larger text, but have some difficulty when these are not explicit or easy to infer from the text; and
- can abstract major ideas from a text, but have more difficulty doing so when the text is conceptually dense.

ADVICE FOR IMPROVEMENT

Read as much and as often as possible. Study the organization of academic texts and overall structure of reading passages. Read an entire passage from beginning to end.

- Pay attention to the relationship between the **main ideas** and the **supporting details**.
- Outline the text to test your understanding of the structure of the reading passage.
- Write a summary of the entire passage.
- If the text is a comparison, be sure that your summary reflects that. If the text argues two points of view, be sure both points of view are reflected in your summary. Continually expand your vocabulary by developing a system for recording unfamiliar words.
- Group words according to topic or meaning and study the words as a list of related words.

- Study **roots, prefixes**, and **suffixes**; study word families.
- Use available vocabulary resources, such as a good thesaurus or a dictionary of collocations (words commonly used together)

Level: LOW (0–14)

Test takers who receive a score at the **LOW** level, as you did, typically understand some of the information presented in academic texts in English that require a wide range of reading abilities, but their understanding is limited.

YOUR PERFORMANCE

Test takers who receive a score at the LOW level typically:

- have a command of basic academic vocabulary, but their understanding of less common vocabulary is inconsistent;
- have limited ability to understand and connect information, have difficulty recognizing paraphrases of text information, and often rely on particular words and phrases rather than a complete understanding of the text;
- have difficulty identifying the author's purpose, except when that purpose is explicitly stated in the text or easy to infer from the text; and
- can sometimes recognize major ideas from a text when the information is clearly presented, memorable or illustrated by examples, but have difficulty doing so when the text is more demanding.

ADVICE FOR IMPROVEMENT

Read as much and as often as possible. Develop a system for recording unfamiliar words.

- Group words into lists according to topic or meaning and review and study the words on a regular basis so that you remember them.
- Increase your vocabulary by analyzing word parts; study **roots, prefixes**, and **suffixes**; study **word families**. Study the organization of academic texts and overall structure of a reading passage. Read an entire passage from beginning to end.
- Look at connections between sentences; look at how the end of one sentence relates to the beginning of the next sentence.
- Look for the **main ideas** and **supporting details** and pay attention to the relationship between them.
- Outline a text to test your understanding of the structure of a reading passage.
- Begin by grouping paragraphs that address the same concept.
- Write one sentence summarizing the paragraphs that discuss the same idea.
- Write a summary of the entire passage.

Listening Skills

Level: HIGH (22–30)

Test takers who receive a score at the **HIGH** level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas and/or making sense of unexpected or seemingly contradictory information.

YOUR PERFORMANCE

When listening to lectures and conversations like these, test takers at the HIGH level typically can:

- understand main ideas and important details, whether they are stated or implied;
- distinguish more important ideas from less important ones;
- understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and
- synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.

ADVICE FOR IMPROVEMENT

Further develop your listening ability with daily practice in listening in English and by challenging yourself with increasingly lengthy listening selections and more complex listening material.

- Listen to different kinds of materials on a variety of topics:
    - Focus on topics that are new to you.
    - Listen to academic lectures and public talks.
    - Listen to audio and video material on TV, radio and the Internet.
    - Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts.
    - Listen to conversations, phone calls and phone recordings.
    - Take live and audio-recorded tours (e.g., of museums).

- Listen actively:
    - Take notes as you listen for main ideas and important details.
    - Make predictions about what you will hear next.
    - Summarize.
    - Write down new words and expressions.

- For the more difficult material you have chosen to listen to, listen several times:
  1. First listen for the main ideas and key details;
  2. Then listen again to fill in gaps in your understanding; to understand the connections between ideas, the structure of the talk and the speakers' attitude; and to distinguish fact from opinion.

Level: INTERMEDIATE (14–21)

Test takers who receive a score at the **INTERMEDIATE** level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms or colloquial or figurative language), complex grammatical structures and/or abstract or complex ideas. However, lectures and conversations that require the listener to make sense of unexpected or seemingly contradictory information may present some difficulty.

YOUR PERFORMANCE

When listening to conversations and lectures like these, test takers at the INTERMEDIATE level typically can:

- understand explicitly stated main ideas and important details, especially if they are reinforced, but may have difficulty understanding main ideas that must be inferred or important details that are not reinforced;
- understand how information is being used (for example, to provide support or describe a step in a complex process);
- recognize how pieces of information are connected (for example, in a cause-and-effect relationship);
- understand, though perhaps not consistently, ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and
- synthesize information from adjacent parts of a lecture or conversation and make correct inferences on the basis of that information, but may have difficulty synthesizing information from separate parts of a lecture or conversation.

ADVICE FOR IMPROVEMENT

Practice listening in English daily. Gradually increase the amount of time that you spend listening, the length of the listening selections and the difficulty of the material.

- Listen to different kinds of materials on a variety of topics:
  - Start with familiar topics; then move to topics that are new to you.
  - Listen to audio and video material on tape/DVD or recorded from TV, radio and the Internet.

  - Listen to programs with academic content, such as NOVA, BBC and NPR broadcasts.
  - Listen to conversations and phone recordings.

- Listen actively:
  - Take notes as you listen for main ideas and important details.
  - Ask yourself about basic information (Who? What? When? Where? Why? How?).
  - Make predictions about what you will hear next.
  - Summarize.
  - Write down new words and expressions.

- For more difficult material, listen several times:
  1. First listen with English subtitles, if they are available;
  2. Then, without subtitles, listen for the main ideas and key details;
  3. Then listen again to fill in gaps in your basic understanding and to understand the connections

Level: LOW (0–13)

YOUR PERFORMANCE

Test takers who receive a score at the **LOW** level, as you did, typically understand the main idea and some important details of conversations. However, test takers at the low level may have difficulty understanding lectures and conversations in English that involve abstract or complex ideas and recognizing the relationship between those ideas. Test takers at this level also may not understand sections of lectures and conversations that contain difficult vocabulary or complex grammatical structures.

ADVICE FOR IMPROVEMENT

Test takers at the LOW level typically can:

- understand main ideas when they are stated explicitly or marked as important, but may have difficulty understanding main ideas if they are not stated explicitly;
- understand important details when they are stated explicitly or marked as important, but may have difficulty understanding details if they are not repeated or clearly marked as important, or if they are conveyed over several exchanges among different speakers;
- understand ways that speakers use language to emphasize a point or to indicate agreement or disagreement, but generally only when the information is related to a central theme or is clearly marked as important; and
- make connections between the key ideas in a conversation, particularly if the ideas are related to a central theme or are repeated.

ADVICE FOR IMPROVEMENT

Practice listening in English daily. Gradually increase the amount of time that you spend listening, as well as the length of the individual listening selections.

- Listen to different kinds of materials on a variety of topics:
  - Listen to recordings on topics that are familiar to you.
  - Listen to recordings of English lessons.
  - Listen to audio and video material on tape/DVD or recorded from TV.
  - Listen to short programs with some academic content.
  - Listen to conversations.

- Listen actively:
  - Take notes as you listen for main ideas and important details.
  - Ask yourself about basic information (Who? What? When? Where? Why? How?).
  - Make predictions about what you will hear next.
  - Summarize.
  - Write down new words and expressions.

- Listen several times to each recording:
  1. First listen with English subtitles, if they are available;
  2. Then, without subtitles, listen for the main ideas and key details;
  3. Then listen again to fill in gaps in your basic understanding and to understand the connections between ideas.

Speaking Skills: Speaking About Familiar Topics

Level: GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses indicate an ability to communicate your personal experiences and opinions effectively in English. Overall, your speech is clear and fluent. Your use of vocabulary and grammar is effective with only minor errors. Your ideas are generally well developed and expressed coherently.

ADVICE FOR IMPROVEMENT

Look for opportunities to speak to native speakers of English. Interaction with others will improve your speaking ability.

- Ask a native speaker to provide feedback on your pronunciation problems (if any).
- Join an Internet voice chat.

Level: FAIR (2.5–3.0)

YOUR PERFORMANCE

Your responses indicate you are able to speak in English about your personal experiences and opinions in a mostly clear and coherent manner. Your speech is mostly clear with only occasional errors. Grammar and vocabulary are somewhat limited and include some errors. At times, the limitations prevent you from elaborating fully on your ideas, but they do not seriously interfere with overall communication.

ADVICE FOR IMPROVEMENT

Think about topics related to student life (what type of classes you enjoy taking, what is the best place to study, where you would prefer to live [on or off campus]).

- Write down two reasons to explain your preference; practice speaking for one minute about each topic, using connecting words or phrases to help explain your opinion ("the reason I prefer," "this is important to me because").
- Practice speaking for a limited time on different topics without a lot of preparation. Make a list of some general speaking topics (people you admire, places you enjoy visiting, things you enjoy doing).
- Then think of a specific example for each topic (a parent, the market, reading books).
- Talk about each one for one minute, explaining what you admire or enjoy about each.
- Repeat your responses to each topic two or three times to build up fluency.

Level: LIMITED (1.5–2.0)

YOUR PERFORMANCE

Your responses indicate some difficulty speaking in English about everyday experiences and opinions. Listeners sometimes have trouble understanding you because of noticeable problems with pronunciation, grammar and vocabulary. While you are able to respond partially to the questions, you are not able to fully develop your ideas, possibly due to limited vocabulary and grammar.

ADVICE FOR IMPROVEMENT

Give yourself about 20 seconds to think about what you did yesterday. After 20 seconds, begin to recount what you did. Try to talk for one minute.

- Pay attention to your use of the past tense.
- Try to use connecting words and phrases, such as “first,” “then,” “while I was.”

Give yourself about 20 seconds to think about what you will probably do tomorrow. Try to talk for one minute. After 20 seconds, begin to talk about what you are planning to do.

Level: WEAK (0–1.0)

YOUR PERFORMANCE

Your responses are incomplete. They contain little or no content and are difficult for listeners to understand.

ADVICE FOR IMPROVEMENT

Practice speaking about different topics without a lot of preparation. Write down several questions about various topics (for example, about your family, your hobbies, your friends or your school). Select a question and answer it aloud. Think of a story that you are familiar with. Tell the story to several different people. Try to tell the story faster each time.

Speaking Skills: Speaking About Campus Situations

Level: GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses indicate an ability to speak effectively in English about reading material and conversations typically encountered by university students. Overall, your responses are clear and coherent, with only occasional errors of pronunciation, grammar or vocabulary.

ADVICE FOR IMPROVEMENT

Look for opportunities to build your fluency in English.

- Take risks and engage others in conversation in English whenever possible.
- Join an Internet chat room.

Level: FAIR (2.5–3.0)

YOUR PERFORMANCE

Your responses demonstrate an ability to speak in English about reading material and experiences typically encountered by university students. You are able to convey relevant information about conversations, newspaper articles and campus bulletins; however, some details are missing or inaccurate. Limitations of grammar, vocabulary and pronunciation at times cause difficulty for the listener. However, they do not seriously interfere with overall communication.

ADVICE FOR IMPROVEMENT

Practice speaking English about everyday topics that are important to students' lives. This will develop your fluency and confidence.

- Find a speaking partner. Set aside time each week to practice speaking with your partner in English.
- If you can't find a native English speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.
- Read articles from campus newspapers that can be found on the Internet. Discuss the articles with a speaking partner or friend. Practice summarizing the articles and expressing your opinions about the articles.

Level: LIMITED (1.5–2.0)

YOUR PERFORMANCE

Your responses indicate that you have some difficulty speaking in English about information from conversations, newspaper articles, university publications and so on. While you are able to talk about some of the key information from these sources, limited grammar and vocabulary may prevent you from fully expressing your ideas. Problems with pronunciation make it difficult for listeners to understand you at times.

ADVICE FOR IMPROVEMENT

Develop friendships with people who want to speak English with you. Interaction with others will improve your speaking ability. If you can't find a native speaker, find a friend who wants to practice speaking English and promise to speak only English for a certain period of time.

Level: WEAK (0–1.0)

YOUR PERFORMANCE

Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.

ADVICE FOR IMPROVEMENT

Take a conversation class. This will help improve your fluency and pronunciation in English.

Speaking Skills: Speaking About Academic Course Content

Level: GOOD (3.5–4.0)

YOUR PERFORMANCE

Your responses demonstrate an ability to communicate effectively in English about academic topics typical of first-year university studies. Your speech is mostly clear and fluent. You are able to use appropriate vocabulary and grammar to explain concepts and ideas from reading or lecture material. You are able to talk about key information and relevant details with only minor inaccuracies.

ADVICE FOR IMPROVEMENT

Record yourself and then listen and transcribe what you said.

- Read a short article from a newspaper or textbook. Record yourself summarizing the article.
- Transcribe the recording and review the transcription. Think about other ways to say the same thing.

Level: FAIR (2.5–3.0)

YOUR PERFORMANCE

Your responses demonstrate that you are able to speak in English about academic reading and lecture material, with only minor communication problems. For the most part, your speech is clear and easy to understand. However, some problems with pronunciation and intonation may occasionally cause difficulty for the listener. Your use of grammar and vocabulary is adequate to talk about the topics, but some ideas are not fully developed or are inaccurate.

ADVICE FOR IMPROVEMENT

Practice speaking for a limited time on different academic topics.

- Read a short article from a newspaper or a textbook. Write down key content words from the article.
- Write down 2 or 3 questions about the article that include the content words.
- Practice answering the questions aloud. Try to include the content words in your response.
- After practicing, record your answers to the questions.

Level: LIMITED (1.5–2.0)

YOUR PERFORMANCE

In your responses, you are able to use English to talk about the basic ideas from academic reading or lecture materials, but, in general, you include few relevant or accurate details. It is sometimes difficult for listeners to understand your responses because of problems with grammar, vocabulary and pronunciation. Overall, you are able to respond in a general way to the questions, but the amount of information in your responses is limited and the expression of ideas is often vague and unclear.

ADVICE FOR IMPROVEMENT

Practice speaking about current events.

- Read newspaper articles, editorials, and information about cultural events in English. Share the information that you read with a friend in English.
- Visit a university class and take notes in the class. Then use your notes to tell a friend about some of the information you heard in English.
- Develop your academic vocabulary. Write down important new words that you come across while reading or listening and practice pronouncing them.
- Listen to a weather report and take notes on what you heard. Then give the weather report to a friend in English.

Level: WEAK (0–1.0)

YOUR PERFORMANCE

Your responses are incomplete. They include little or no information about the topic. Your speech is often difficult for listeners to understand, and the meaning is unclear.

ADVICE FOR IMPROVEMENT

Increase your vocabulary and improve your grammar in your speech.

- Study basic grammar rules so that your speech is grammatically correct.
- As you learn new words and expressions, practice pronouncing them clearly. Record yourself as you practice.

Writing Skills: Writing Based on Reading and Listening

Level: GOOD (4.0–5.0)

YOUR PERFORMANCE

You responded well to the task, relating the lecture to the reading. Weaknesses, if you have any, might have to do with:

- slight imprecision in your summary of some of the main points, and/or
- use of English that is occasionally ungrammatical or unclear.

ADVICE FOR IMPROVEMENT

Continue to improve your ability to relate and convey information from two or more sources. For example, practice analyzing reading passages in English.

- Read two articles or chapters on the same topic or issue, write a summary of each, and then explain the ways they are similar and the ways they are different.
- Practice combining listening and reading by searching for readings related to talks and lectures with teacher or a friend.

Level: FAIR (2.5–3.5)

YOUR PERFORMANCE

You responded to the task, relating the lecture to the reading, but your response indicates weaknesses, such as:

- an important idea or ideas may be missing, unclear or inaccurate;
- it may not be clear how the lecture and the reading passage are related; and/or
- grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.

ADVICE FOR IMPROVEMENT

Practice finding main points.

- Ask a friend to record news and informational programs in English from the television or radio, or download talks or lectures from the Internet.
- Listen and take notes. Stop the recording about every 30 seconds to write out a short summary of what you heard.
- Replay the recording to check your summary. Mark places where you are not sure if you have understood what was said or if you are not sure you have expressed yourself well.

Level: LIMITED (1.0–2.0)

YOUR PERFORMANCE

Your response was judged as limited due to:

- failure to understand the lecture or reading passage;
- deficiencies in relating the lecture to the reading passage; and/or
- many grammatical errors and/or very unclear expressions and sentence structures.

ADVICE FOR IMPROVEMENT

Read and listen to academic articles and other material in your own language. Take notes about what you read and hear.

- Begin by taking notes in your own language and then take notes in English.
- Summarize the points in complete English sentences.
- Ask your teacher to review your writing and help you correct your errors.
- Gradually decrease the time it takes you to read the material and write these summaries.
- Practice typing on a standard English (QWERTY) keyboard.

Writing Skills: Writing Based on Knowledge and Experience

Level: GOOD (4.0–5.0)

YOUR PERFORMANCE

You responded with a well-organized and developed essay. Weaknesses, if you have any, might have to do with:

- use of English that is occasionally ungrammatical, unclear or unidiomatic, and/or
- elaboration of ideas or connection of ideas that could have been stronger.

ADVICE FOR IMPROVEMENT

Continue to improve your ability to express opinions by studying the ways that published writers express their opinions.

- Read articles and essays written by professional writers that express opinions about an issue (for example, a social, environmental or educational issue).
- Identify the writer's opinion or opinions.
- Notice how the writer addresses possible objections to the opinions, if the writer discusses these.

Level: FAIR (2.5–3.5)

YOUR PERFORMANCE

You expressed ideas with reasons, examples and details, but your response indicated weaknesses, such as:

- you may not provide enough specific support and development for your main points;
- your ideas may be difficult to follow because of how you organize your essay or because of the language you use to connect your ideas; and/or
- grammatical mistakes or vague/incorrect uses of words may make the writing difficult to understand.

ADVICE FOR IMPROVEMENT

Write a response to an article or essay in English, taking the opposite viewpoint.

- Outline your response.
- Note the methods you use to support your ideas. Reread what you have written.
- Make sure your supporting ideas are clearly related to your main point.
- Note what method you use to develop each of your supporting points.
- Make sure you have developed each of your points in detail. Is there anything more you could have said to strengthen your points?

Level: LIMITED (1.0–2.0)

YOUR PERFORMANCE

You attempted to express your opinion, but your response indicates notable deficiencies, such as:

- your response contains insufficient detail;
- your ideas and your connections of ideas are difficult to understand because of many grammatical errors and/or very unclear expressions and sentence structure; and/or
- your response is only marginally related to the question that was asked.

ADVICE FOR IMPROVEMENT

Study the organization of good paragraphs and essays. A good paragraph discusses ONE main idea. This idea is usually written in the first sentence, which is called the topic sentence. In essay writing, each paragraph should discuss one aspect of the main idea of an essay.

- Write paragraphs in English that focus on one main idea and contain several complete sentences that explain or support that idea.
- Ask your teacher to review your paragraphs for correctness.

Changing Regional and Language Settings

Please note: If you encounter error messages while attempting to use this program, you may need to adjust your computer's regional and language settings. Please follow the steps below:

- Select "Regional and Language Options" from the Control Panel
- Go to the "Regional Options" tab
- Select "English (United States)" as the language
- Go to the "Advanced" tab
- Select "English (United States)" as the language
- Click "OK"